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UNIVERSITY OF CALIFORNIA SAN DIEGO
CALIFORNIA STATE UNIVERSITY, SAN MARCOS

CULTURALLY RELEVANT PEDAGOGY and NOVICE TEACHER SELF-EFFICACY:

An examination of perception and persistence

A dissertation submitted in partial satisfaction of the requirements for the degree Doctor of
Education
in

Educational Leadership

by

Jennifer Levine Medeiros

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University of California San Diego

Beth Simon

2019

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The Dissertation of Jennifer Levine Medeiros is approved, and it is acceptable in the quality and form for publication on microfilm and electronically:

Chair

University of California San Diego

California State University, San Marcos

DEDICATION

There are hundreds of invisible lines crossing through place and time to lead me to this point. It is impossible to thank everyone whose love and sacrifice created the space and opportunity for this work to come to pass, but I will do my best.

First of all, this paper is dedicated to my family. Matt Medeiros, you are my always and forever. I am thankful each and every day for such a loving, dedicated, thoughtful partner in this journey. You sacrificed and supported, playing the part of both parents without question or complaint. This accomplishment belongs to both of us. Maxton, Dylan, and Emerson, this paper is yours, too. We have spent far too much time apart as I learned and read and studied and researched and wrote. Know all of this work is to make your world and your futures brighter, more just, and more equitable for all of us. I love you more than I can bear and I can't wait to see how you three take the mess my generation hands you and turn it on its head. You are growing into the bravest of warriors. I am so proud. To my dad, Roy Levine, thank you for always believing in me. You finally have your doctor in the family.

Secondly, this paper is dedicated to all of the women who have built me, guided me, held me, and sent me off to fly on my own. My grandmother, Virginia Mann, who created and nurtured my mother, Gail Levine, without whom I would neither exist nor know my unlimited potential. Mom, you are everything I hope to be and everything I pray Dylan will grow into: kind, creative, smart as hell, fierce, noble, and beautiful. I want 100 more years with you to do this all over again with the wisdom and the heart to soak it all in. Dr. Sara Vogel, I could not have asked for a better writing partner, touchstone, and friend. Your loving nature kept me sane and propelled me forward. We did it! Dr. Siyahhan, thank you for your patience, your guidance, and your faith. It seems like a lifetime between the moment when I admitted to being terrified I wasn't good enough for this to where we are today. Haley Swartz, you were a powerful force during a critical time. You read drafts, sent memes, drank away sorrows, and, most importantly, listened and checked in. Thank you for being my nerdy friend. To all the moms in my village who drove, fed, nurtured, entertained, and cared for my children while I was working, you stepped up when I could not and made my absence softer. There are not enough words to express my gratitude. The world keeps spinning because we show up for one another and get it done. You are my people. I love you.

Finally, this paper is dedicated to all of the novice teachers out there trying to figure it out. My best advice to you is this: follow your heart, speak your truth, find your people, and always question and seek to understand. You are right where you are meant to be, doing the most noble work ever attempted. You're kind of a big deal. Be brave, be righteous, and be curious. You'll do just fine.

EPIGRAPH

“You have to act as though it were possible to radically transform the world. And you have to do it all the time.”

-Angela Davis

“Listen to the MUSTN’TS, child,
Listen to the DON’TS
Listen to the SHOULDN’TS,
The IMPOSSIBLES, the WON’TS
Listen to the NEVER HAVES
Then listen close to me-
Anything can happen, child,
ANYTHING can be”

-Shel Silverstein

TABLE OF CONTENTS

SIGNATURE PAGE	iii
DEDICATION.....	iv
EPIGRAPH.....	v
TABLE OF CONTENTS.....	vi
LIST OF FIGURES.....	viii
LIST OF TABLES.....	ix
ACKNOWLEDGEMENTS.....	x
VITA.....	xi
ABSTRACT OF THE DISSERTATION.....	xii
CHAPTER ONE: INTRODUCTION.....	1
Statement of the Problem.....	1
Overview of this Study.....	4
Significance of the Study.....	5
Overview of Dissertation.....	5
Limitations of the Study.....	6
CHAPTER TWO: LITERATURE REVIEW.....	8
Introduction.....	8
Culturally Relevant Pedagogy.....	11
Teacher Self-Efficacy.....	16
Teacher Efficacy in Culturally Relevant Pedagogy.....	20
Teacher Persistence.....	21
Research Questions.....	22
CHAPTER THREE: METHODOLOGY.....	23
Introduction.....	23
Context of the Study.....	23
Teacher Induction Programs.....	24

Research Design.....	26
Participants.....	27
Procedures.....	28
Data Collection.....	29
Data Analysis.....	32
Summary.....	36
 CHAPTER FOUR: RESULTS.....	 38
Introduction.....	38
Survey Results.....	39
Culturally Relevant Teaching Self Efficacy.....	44
Culturally Relevant Teaching Outcome Expectancy.....	45
Results from Interviews.....	47
Internal Factors.....	48
External Factors.....	59
 CHAPTER FIVE: DISCUSSION.....	 72
Introduction.....	72
Discussion of Findings.....	73
Internal Factors.....	77
External Factors.....	78
Persistence.....	80
Implications for Novice Teacher Development.....	80
Implications for Educational Leadership.....	81
Implications for Social Justice.....	83
Implications for Future Research.....	84
 APPENDIX A: SURVEY PROTOCOL.....	 86
 APPENDIX B: INTERVIEW PROTOCOL.....	 92
 REFERENCES.....	 94

LIST OF TABLES

Table 1: Summary of data instruments and analysis.....	35
Table 2: Demographics of the participants.....	39
Table 3: Results of the Culturally Relevant Teaching Self Efficacy Questions.....	40
Table 4: Results of the Culturally Relevant Teaching Outcome Expectancy Questions...	42
Table 5: CRTSE means and standard deviations by demographic group.....	45
Table 6: CRTOE means and standard deviations by demographic group.....	46
Table 7: Interview participant pseudonyms and demographics.....	48

LIST OF FIGURES

Figure 1: Framework for teacher self-efficacy formation	18
Figure 2: Graphic of explanatory mixed method design.....	27

ACKNOWLEDGEMENTS

This work would not have been possible without support from my committee, friends, family, colleagues, cohort members, and program faculty. My chair, Dr. Sinem Siyahhan, was unwavering in her support. I can not imagine completing this dissertation without her encouragement, guidance, and honest critique. Dr. Carolyn Hofstetter was patiently supportive helping me understand, research, and review various statistical methods. Dr. Alan Daly was empathetic, comforting, and inspirational at the beginning of this endeavor as we “circled the funnel.”

My friends and family allowed me to ignore them when I became immersed in the work for month after month, only occasionally asking when I might be finished, and always providing understanding and support.

The interest from my teaching colleagues provided strong motivation when it was needed. I am very grateful to the assistance from teachers and students, which was essential for this research. I also need to acknowledge the guidance I received from my cohort members every step of the way. “Notoriously Great” Cohort 12 made this experience the most amazing one a graduate student could hope for. I look forward to seeing how we all change the world.

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ABSTRACT OF THE DISSERTATION

CULTURALLY RELEVANT PEDAGOGY and NOVICE TEACHER SELF-EFFICACY: An examination of perception and persistence

by

Jennifer Levine Medeiros

Doctor of Education in Educational Leadership

University of California San Diego, 2019
California State University, San Marcos, 2019

Sinem Siyahhan, Chair

A key indicator of novice teacher efficacy is how adept teachers believe themselves to be with respect to impacting students' behavior, motivation, and achievement. Culturally relevant pedagogy has been proven to improve education outcomes in all three of these areas. This explanatory sequential, mixed-methods study examined culturally relevant pedagogy, novice teacher efficacy, and novice teacher persistence in an effort to understand the potential ways each area can impact the other two. Proper teacher training in culturally relevant pedagogy may increase general teaching self-efficacy and novice teacher retention, improving education outcomes for the most at-risk students. As such, this study used an explanatory sequential mixed methods approach to understand the

possible relationships between novice teachers' self-efficacy beliefs around culturally relevant pedagogy, their overall perceptions of themselves as qualified, effective teachers, and their decisions on whether or not to persist at their site, in their district, or in education altogether. The study found little variance between novice teachers' confidence levels on both the Culturally Relevant Teaching Outcome Expectancy scale and the Culturally Relevant Teaching Self-Efficacy scale when data was aggregated by age group, sex, or years of teaching experience. Mean self-efficacy scores showed the greatest difference between the 26-35 age group and the 36-45 age group and between White and non-White respondents. While further investigation is required to delve more deeply into these differences, there is an implication that older teachers and teachers of color are inclined to greater confidence levels with regards to implementations of culturally relevant pedagogy. Interview data brought forth six key themes connecting to influences pushing novice teachers towards and away from culturally relevant practice; these themes can be organized into internal and external factors. Internal factors include ambivalence, critical consciousness, and self-reflection. External factors include relationships, time, and school culture. Other significant findings show novice teachers who have strong support for engaging with and reflecting on implementation of culturally relevant practices are more likely to pursue opportunities to practice and improve their culturally relevant practice. Results of this study provide insight for district administration and teacher leaders to guide the organization of teacher induction and teacher training programs. Limitations of this study, including the short time period for data collection and the limited sample size, will be discussed.

Keywords: Novice teacher, culturally relevant pedagogy, self-efficacy, teacher persistence, marginalized populations, opportunity gap, teacher induction

CHAPTER ONE: INTRODUCTION

Statement of the Problem

Educational research has repeatedly found that teacher quality, often quantified through years of experience, student achievement scores, and higher education or professional certifications (Haberman, Gillette, & Hill, 1995, Haycock, 1998), has the highest value-added benefit for student achievement and student improvement year over year (Adnot, Dee, Katz & Wyckoff, 2017; Darling-Hammond, 2003; Marzano, 2003). Historically, schools with the highest populations of underperforming students, the students who could most benefit from the experience and expertise of teachers, struggle to recruit and retain high-quality teachers. Black and Hispanic students are considerably more likely to be taught by a first-year teacher than White children and almost twice as likely to attend a school where more than a third of teachers do not satisfy the basic credentialing requirements set forth by their state's licensing agency (Haberman, Gillette, & Hill, 2017). Similarly, schools in high-poverty, high-diversity areas struggle to retain teachers, so even when they find a quality novice teacher and help her reach a level of professional ability that will most benefit students, that teacher is 25% more likely to change school sites or transition away from education altogether, further contributing to the teacher churn that generates what scholars are calling the "Opportunity Gap" (Henke, Chen & Geis, 2000; Ingersoll, 2001).

These trends contribute to the continued marginalization of vulnerable student populations. Rumburger and Palardy (2005) found that, by fourth grade, African American, Latino, and poor children of all races were, on average, two years behind their

White, middle class counterparts. This trend continues, with academic deficit increasing by one full year for every four years in school so that, by twelfth grade, marginalized students are four academic years behind their peers. Educational inequities are not solely academic. According to the Office for Civil Rights, even though Black children comprise less than 20% of the preschool population, they make up 48% of the students who receive at least one out-of-school suspension (2014). The persistent trend of undereducating and over-disciplining marginalized populations is depriving the next generation of the skills and opportunities necessary to pull themselves out of poverty, continuing the cycle for subsequent generations. Many studies have attributed these inequities to a lack of cultural understanding and appreciation on the part of teachers from different sociolinguistic groups than the students they serve (Gay & Howard, 2000; Ladson-Billings, 1992; 1995; Sleeter, Torres, & Laughlin, 2004).

This is becoming an increasingly critical problem because America's demographics are evolving. Even though census data predicts the United States will be majority-minority (identifying as any group other than "Non-Hispanic White" alone) by 2044 (Colby & Ortman, 2014), this transition will take place five years earlier, in 2039, for working-age Americans, according to the Economic Policy Institute (Wilson, 2016). For some states, this threshold has already been crossed. The Brookings Institution named California as one of nine states whose 2015 census data shows more than 50% of the population identify as non-White (Frey, 2016). Unfortunately, demographics of America's teachers do not reflect the nation's growing diversity; the educators serving these families remain predominantly White, female, and middle-class (Ingersoll & May, 2012), a demographic group repeatedly found to infuse their curricula with implicit and explicit biases that benefit one group of

students to the detriment of others (Bondy & Ross, 1998; Harry, Klinger, Sturges, & Moore, 2002; Gay & Howard, 2000; Ladson-Billings, 1992; 1995; Sleeter, Torres, & Laughlin, 2004).

Scholars have often expressed concern that this demographic disconnect and the resulting classrooms where the culture and experience of sociolinguistically diverse students is undervalued, alienate students and perpetuate inequitable practices that exacerbate the academic and discipline gaps (Banks, 1996; Delpit, 1988; Ladson-Billings, 1996; McGee Banks & Banks, 1995; Nieto, 2002). Teacher persistence data validates these concerns; novice teachers identify student behavior, student assessment, and the pressure to support students with an array of non-academic issues as primary pressures pushing them away from their teaching positions (Darling-Hammond, 2003; Fantilli & McDougall, 2009). Research has consistently shown culturally relevant practices to have a positive impact in outcomes for all three of these areas, making it the ideal framework for schools and teachers wishing to reduce the opportunity gaps for underserved communities of color (Brayboy & Castagno, 2009; Darling-Hammond & Post, 2000; Duncan-Andrade, 2007; Wallace & Brand, 2012; Wortham & Contreras, 2002).

The practice of mindfully interacting with others based on each individual's specific language, values, and norms and creating curriculum that reflects deep understanding and appreciation of culture goes by many names in education research; but whether it is called cultural proficiency (Lindsey, Robbins, & Terrell, 2003), critical pedagogy (Wink, 2011), or culturally relevant education (Ladson-Billings, 1995), scholars agree on the need to question long-held assumptions and challenge the status quo. Culturally relevant practices have been found to improve student outcomes across a myriad

of studies. Ladson-Billings's (1995) definition of culturally relevant practices can be categorized into three primary subgroups: (1) high academic expectations, (2) cultural competence, and (3) critical consciousness. These practices, when employed systematically and reflectively, have resulted in improved academic performance (Sheets, 1995), increase in positive classroom behaviors (Jimenez, 1997; Powell, 1997); and student empowerment and engagement (Arce, 2004; Howard, 2001; Hyland, 2005), areas novice teachers often identify as critical to their own sense of efficacy.

Overview of this Study

This study used explanatory sequential mixed methods to understand (a) novice teachers' self-efficacy and outcome expectancy levels with respect to culturally relevant pedagogy, (b) how novice teachers engage with and implement culturally relevant pedagogy within their classroom, and (c) how teachers' self-efficacy beliefs around culturally relevant pedagogy and their classroom practice informs their perceptions of themselves as teachers and persistence in the teaching profession. The study took place within two large, diverse school districts in Southern California. During the first phase of data collection, a total of 374 teachers who were in the districts' New Teacher Induction programs, programs that support novice teachers within their first five year of teaching, were invited to take a survey designed to ascertain self-efficacy levels around culturally relevant pedagogy as well as descriptive demographic information. Of the 374 potential participants invited to participate, 89 completed the survey. During the second phase of data collection, 15 induction teachers were interviewed to develop a deeper understanding of their knowledge and practice of culturally relevant pedagogy and how this related to their self-efficacy beliefs about their teaching ability. Data was collected in the form of

surveys and interviews. Data analysis was organized around three domains pertinent to culturally relevant pedagogy: (1) high academic expectations, (2) cultural competence, and (3) critical consciousness (Ladson-Billings, 1995; Morrison, Robins, & Rose, 2008) and the four primary areas over which teachers try to exercise control: (1) student motivation, (2) student behavior, (3) student learning, and (4) the complex lives of students (Hoy & Spero, 2005).

Significance of the Study

This study explored (a) novice teachers' self-efficacy and outcome expectancy levels with respect to culturally relevant pedagogy, (b) how novice teachers engage with and implement culturally relevant pedagogy within their classroom, and (c) how teachers' self-efficacy beliefs around culturally relevant pedagogy and their classroom practice informs their perceptions of themselves as teachers and persistence in the teaching profession. Specifically, this study aimed to understand how the challenges of implementing culturally relevant pedagogy are balanced with the myriad of other responsibilities pushing and pulling on novice teachers and how novice teachers' sense of self-efficacy around implementing culturally relevant pedagogy (CRP) within the classroom impacts his daily decision-making processes as they navigate the first five years of teaching. Results of this study provide important insights into how administrators and policy makers can support novice teachers in engaging in best practices that could, ultimately, close opportunity and achievement gaps in traditionally underserved schools.

Overview of Dissertation

This chapter outlines the problem, describes the study that was undertaken, and evaluates the potential limitations of the research. Chapter two discusses the evolution of

culturally relevant pedagogy and the rise of the implementation of culturally relevant practices to ameliorate the achievement gap between White students and their Black and Latino counterparts. It then explains the concept of teacher self-efficacy and relates efficacy to a teacher's work with CRP within the classroom. From there, the chapter describes the concept of teacher persistence and relates persistence to novice teachers' perceptions about their own efficacy teaching culturally and linguistically diverse student populations, connecting CRP, self-efficacy, and persistence in a way that may provide a promising new perspective on improving education for underserved communities and closing the opportunity gap. Chapter three proceeds to outline a mixed methods research design to ascertain if and how self-efficacy beliefs regarding culturally relevant practices impact novice teachers' personal teaching efficacy and decisions around praxis and persistence. Chapter four details the results of the study, explaining the survey results by demographic group and then unpacking the six prevalent themes from the interviews: ambivalence, critical consciousness, and self-reflection, described in this study as "internal factors" and relationships, time, and school culture, which this study terms "external factors." Finally, chapter five explains how the findings from this study can guide district and school administrators to best support novice teachers in their development of culturally relevant praxis at the time when those teachers are most open to and capable of building new philosophies and pedagogy.

Limitations of the Study

Limitations of this study include the small sample size of 89 survey participants and 15 interview subjects and the short time frame for collecting data. The small survey sample size limited any ability to run correlations across the demographic groups because,

in each instance, one of the demographic subgroups contained fewer than 5 participants. Similarly, the small number of interview subjects restricts the generalizability of the findings. The 3-month time frame for data collection meant the researcher was only able to interview each participant once, limiting the depth and breadth of understanding around the research questions. The results of this study are merely suggestive, and cannot be considered conclusive.

Additional limitations include the researcher's positionality as a teacher within one of the districts participating in this study and the fact that the researcher cannot guarantee candid responses from participants. As such, there is a risk of participants feeling vulnerable and guarding their answers or responding in a way they hope is helpful to the researcher, rather than being completely honest. This limitation was mitigated as much as possible by ensuring all participants knew the various measures being taken to ensure confidentiality of all participants. Additionally, the researcher took caution to encourage participants to be open and honest as they shared their experiences.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Nationally, the number of teacher candidates enrolling in credentialing programs has dropped 30% over the past five years (Rich, 2015). The problem is significantly worse in California, where the California Commission on Teacher Credentialing reports a drop of 55% in new credentials issued from 2008-2012 (Rich, 2015). California is currently ranked 50th in student-to-teacher ratios; California school districts would have to hire and place 135,000 teachers just to reach the national average (Darling-Hammond, Furger, Shields, & Sutchter, 2016). An increase in the annual migration and emigration of teachers across schools and districts and away from the field entirely compounds this issue. With fewer teachers entering the profession, it is imperative that schools work to keep as many quality educators as possible within the classroom. As the current teaching population ages, the attrition of novice teachers will perpetuate a phenomenon researchers refer to as “teacher churn” (Ingersoll, 2001), depriving the field of the veteran teachers and teacher mentors of tomorrow.

This revolving door of educators into and out of classrooms is experienced at a higher percentage in urban schools, where teachers are often serving marginalized student populations like poor and culturally and linguistically diverse youth. Teachers in these schools often report feeling overwhelmed by the abundance of social inequities limiting students’ ability to engage with the curriculum and achieve success (Gerstl-Pepin, 2006). Despite the increasing diversity in America, schools are built around middle-class ideals

and norms, creating a disconnect where students lack the social capital to successfully navigate and benefit from the embedded systems. Research has consistently identified the ability to make a difference for students as a key factor in teachers' career satisfaction (Johnson & Birkeland, 2003; Rinke & Mawhinney, 2017), however, when teachers lack the training and awareness to confront and address the sociocultural realities of their students' lives, they often opt to move away from teaching in urban environments or leave teaching altogether (Chizhik, 2003). Novice teachers across multiple studies have reported students' behavior and their diverse needs as primary concerns that make teachers question their ability to persist in the profession (Fantilli & McDougall, 2009; Meister & Melnick, 2003). Other studies report teachers expressing concern over their own efficacy as a factor pushing them out of their teaching assignments or the education field, voicing disillusionment over their inability to benefit the students to the degree they would hope (Kraft et al., 2015; Rinke & Mawhinney, 2017; Tait, 2008). Culturally relevant pedagogy addresses each of these areas of need, building a stronger sense of connection with students and improving student outcomes in academic and social arenas on both short and long-term timelines (Adnot, Dee, Katz, & Wyckoff, 2017).

Understanding how education leaders can better train and support their novice teachers in implementing transformative pedagogies in their classrooms addresses the widening diversity gap between predominantly White, female educators and their culturally and linguistically diverse student populations (Ingersoll & May, 2011; Mills & Keddie, 2012; Yang & Montgomery, 2013). Research is needed to examine the possible relationships between CRP and general teaching efficacy to determine whether teachers who are confident in their capacity to relate to and teach the students in front of them

experience a rise in their overall efficacy levels and whether or not that informs their perceptions of themselves as teachers and their persistence in the field of education. Research is also needed to determine how novice teachers engage with and implement CRP to better understand how administrators can support professional growth around CRP for novice teachers.

This is especially significant in high school classrooms where more than 75% of students are identified as culturally or linguistically diverse. The question of how education leaders can best support incoming teachers through the difficult iterations of building culturally relevant practices, implementing them, and reflecting critically on outcomes before revising and starting again is imperative to the development of 21st century educators who can bring up the next generation of socio-culturally aware scholars. This administrative support will bolster self-efficacy and improve student outcomes, with the potential to create the most impact in schools with typically marginalized, underserved communities.

What follows is a review of the literature on culturally relevant pedagogy, self-efficacy, and novice teacher persistence. Specifically outlining the current research regarding novice teachers' development of philosophies and pedagogies as they teach culturally and linguistically diverse students and how their classroom practice exacerbates or eliminates the opportunity gap for marginalized students. This chapter first outlines America's history with educating diverse learners and educators' mindsets when thinking about culturally and linguistically diverse (CLD) students and share the rise of social justice education and culturally relevant pedagogy. From there, I summarize the iterative processes by which teachers create and reinforce their professional belief systems and

describe how their efficacy expectations around teaching build a sense of their abilities in the field and impact their decision whether or not to persist in developing the skills and behaviors necessary to be a quality teacher. Finally, I provide a review of the limited research already being done around teachers' self-efficacy around CRP, linking current persistence research with self-efficacy research to show how connecting these two fields of study could open new pathways for closing the opportunity gap and improving education for historically underserved communities.

Culturally Relevant Pedagogy

The pool of educators continues to consist of mostly White, middle-class females who step into America's diverse schools without understanding the deeper context of the social and political history on which public schools were founded (National Education Association, 2004). This imbalance is problematic and often leads to phenomena that perpetuate implicit bias and discrimination in school systems.

Historically, America's schools have engaged in a number of practices when seeking to educate non-dominant populations. For more than 100 years, immigrant cultures were encouraged to merge together into the mythical American melting pot, shedding their own languages, cultures, and traditions until, theoretically, the consciousness of ethnicity slowly dissipates and all are one (Alba, 1990; Kalin, 2002). This methodology was successful for many European ethnicities who eventually generalized into an "American" culture, but at the cost of their own ethnic identities (Alba, 1990; Novak, 1972). The assimilationist model contributed to the racial identity of "Whiteness" and further alienated non-dominant populations, using them as the backdrop against which Whites developed their educational opportunity (Kalin, 2002). This melting pot ideal persisted through the

Industrial Revolution and into the World War II reconstructionist era of the 1940's and 50's, with CLD populations being outwardly encouraged to fold themselves into the American Dream. The ideal was simultaneously undermined by subversive practices like red-lining and gerrymandering, which worked to keep wealth and power in the hands of the dominant White culture (Lord & Norquist, 2010; Powell, 1997). It wasn't until the 1960's and 1970's that sociologists began to adopt a skeptical view of assimilation model of culture and search for an appropriate replacement, landing on integration as an alternative model.

The integrationist model was designed to meet the need for increased opportunity among culturally and linguistically diverse populations by providing people access to "American opportunity," or middle-class mainstream ideology. While integration supposedly grants access to all populations, the minority groups must adjust or assimilate into White, middle-class societal norms and values. This was seen in the busing programs during the Civil Rights Era, a forced-integration program where Black students were bused to primarily White schools in an effort to create racial balance in student populations as a solution to mandates set forth by the U.S. Supreme Court in the *Brown v. Board of Education of Topeka, Shawnee County, Kansas* (Angrist & Lang, 2004). However, critics argue that this strategy does nothing to rectify the racism inherent in educational practices and still strips individuals of their cultural identity (Banks, 1996; Soto, 1997; Kalin, 2002). Additionally, this model fuels deficit thinking, assuming if all students have access to the same curriculum and resources, a student (or group)'s lack of performance must be due to an inability on the individual's part and not on the system as a whole, as the system serves the majority of its participants quite well (Spring, 2010). Whites' resistance to

integrationist strategies led to “White flight” into the suburbs and away from integrated schools (Logan, Zang & Oakley, 2017; Renzulli & Evans, 2005). This created a subtler form of racism and segregation, leading scholars to look for new ways to increase cultural awareness. This new ideology developed into the cultural pluralism model.

The results of these surreptitious hegemonic practices still manifest themselves in classrooms today, despite decades of research and teacher education programming focused on social justice education. Two prominent examples of ways well-meaning teachers are engaging in deficit thinking are color blindness, where White teachers avoid struggling with dominant narratives and power structures within the classroom by using coded language, framing speech with seemingly innocuous words like “urban,” or focusing language around socio-economic status rather than race (Hardie & Tyson, 2013; Jackson et al., 2014, Morris, 2005), or White Savior Syndrome, where, whether consciously or unconsciously, many novice teachers see themselves as the hero swooping in to save the poor, underprivileged youth from the perils of the urban school (Brown, 2013; Chubbuck & Zembylas, 1995; Milner & Laughter, 2014). Research also finds novice teachers sometimes consider teaching in urban schools as “teaching plus” because educators are “dealing with the race issue” (Watson, 2011, p. 27) in addition to all of the other challenges involved with beginning years of teaching. However, when pressed, novice teachers have found difficulty delineating what, specifically, it means to deal with race.

This identification of students’ race as a blanket concern that teachers must deal with highlights the racial structure inherent in the persistent cycle of “othering” happening in American education. Schools are still structured to reinforce the White, middle-class narrative as normative and disadvantage students who do not fit into that mold. These

norms establish a “racial structure” scholars assert is reinforcing America’s historical patterns of racial domination (Bonilla-Silva, Lewis, & Embrick, 2004). Educators have the potential to reinforce or disassemble these racial structures within their classrooms, but they must first be willing to acknowledge the existence of a problem; this cannot be done through color blindness and coded language.

For decades, scholars have studied the need for and the validity of pedagogy which engages, affirms, and incorporates the cultures and backgrounds of all students within the classroom (Bales & Saffold, 2011; Delpit, 1988; Farr, Sexton, Puckett, Pereira-Leon, & Weissman, 2005; Howard, 2006; Ladson-Billings, 1995; Ladson-Billings, 1996; Siwatu, 2011; Sleeter, 2001; Wallace & Brand, 2012). Culturally relevant pedagogy arose from a concern over dominant methodologies being utilized in teaching marginalized student populations, normalizing hegemony for future generations and widening the opportunity gap in education. CRP is a conceptual framework based around the sociological ideal of Cultural Pluralism, the understanding that our nation consists entirely of immigrants (Kalin, 2002). Culturally relevant pedagogy (CRP) is broken into three domains: (a) academic success, referring to the way students respond to the level of rigor in content and learning experiences, (b) cultural competence, helping students value their own culture while learning about at least one other culture on a deeper level, and (c) sociopolitical consciousness, the ability to apply knowledge to real-world problems and expand the classroom beyond the walls of the school (Ladson-Billings, 2014). Teachers who practice CRP wish to engage in significant, transformational education to increase equity and motivate social change; they are aware of their positionality within the classroom and embrace race and culture as strengths to deepen learning for all students (Gay, 2010;

Ladson-Billings, 1994; Milner, 2012).

Though there has been a slight improvement in national data regarding the achievement gap between White students and their Black and Latino counterparts, there is still a distinct difference between student performance when you break down the data by state and race (Center for Education Policy, 2015). The role culturally relevant pedagogy can play in improving education for marginalized student populations, especially in poor, urban settings has been widely studied over the years (Brayboy & Castagno, 2009; Darling-Hammond & Post, 2000; Duncan-Andrade, 2007; Wallace & Brand, 2012, Wortham & Contreras, 2002). Research has continuously shown how teachers' pedagogical practice greatly impacts student performance (Howard, 2003). Students enrolled in classrooms where teachers effectively incorporate culturally relevant practices show evidence of higher GPAs and increased attendance and credit completion (Ladson-Billings, 1992; Dee & Penner, 2017) in addition to reporting more positive racial identities, improved learning experiences, and increased cross-cultural interactions (Hamdan, 2014). Scholars find teachers impacted most critically by CRP in regards to their improved perceptions of the cultural capital of students from diverse backgrounds (Yosso, 2005) and improved perceptions of student potential (Ferguson, 2003). Teachers who acknowledge, validate, and incorporate students' cultures into daily practice, engaging in a strengths-based approach to teaching and learning, witness higher levels of student achievement and engagement and begin to feel more successful in the classroom (Gay, 2010; Ladson-Billings, 1994). However, these skills are not innate. Culturally relevant praxis is developed over time through an iterative process of learning, practice, and reflection, requiring teachers to take risks within the classroom and be willing to make themselves

vulnerable along the way. This creation of personal and professional philosophies follows the pathway of a framework of learning scholars call the Teacher Self-Efficacy model.

Teacher Self-Efficacy

The concept of perceived self-efficacy, rooted theoretically in social cognitive theory, “is concerned with judgements about how well one can organize and execute courses of action required to deal with prospective situations containing many ambiguous, unpredictable, and often stressful elements” (Bandura & Schunk, 1981, p. 587). An individual’s perception of their ability to impact a situation is often the deciding factor in whether or not they do, in fact, affect change (Bandura, 2012; Bandura & Schunk, 1981). Efficacy impacts what activities individuals engage with, the level of effort afforded those endeavors and the level of persistence through difficult times (Bandura & Schunk, 1981). Additionally, in studies conducted on factors impacting perceived efficacy, scholars found perceptions are not solely based on performance, but are also determined by personal and situational factors considered by an individual, termed efficacy expectations (Bandura, 2012; Bandura & Schunk, 1981; Halvorsen, Lee, & Andrade, 2009).

These efficacy expectations are categorized as mastery experiences, physiological and emotional states, vicarious experiences, and social persuasion (Bandura, 1997; Fuller, Wood, Rapoport & Dornbusch, 1982; Milner, 2002). Mastery experience, identified as the primary indicator when evaluating efficacy, is the individual’s perception of whether or not a performance was a triumph or a disaster. When practitioners perceive their performances as adept, they anticipate future performances of the same nature will also be executed successfully; likewise, perceiving an experience as a failure will cause an individual to expect future attempts to fail as well (Milner, 2002; Woolfolk & Hoy, 1990). Physiological

and emotional states can be classified as the excitement or anxiety surrounding a performance, while vicarious experiences involve observing another practitioner modelling the behavior or skill in question (Bandura, 1997). Social persuasion, the final efficacy expectation, could be a motivational conversation or specific feedback around a particular performance from a peer, a supervisor, or the other participants in the performance, where the credibility or trustworthiness of the individual decides the level of sway this persuasion holds (Bandura, 1997). While mastery experience has the most influence, by far, over self-efficacy levels, all four efficacy expectations contribute to an individual's anticipation of success, which strongly correlates to actual performance (Tschannen-Moran & Hoy, 2007). Ultimately, perceived self-efficacy equals high performance (Bandura & Schunk, 1981; Bandura, 2012).

The earliest studies around teacher efficacy were grounded in social learning theory (Tschannen-Moran, Hoy, & Hoy, 1998), which links an individual's likelihood to engage in a behavior with the potential consequences, positive and negative, for that behavior (Rotter, 1960). The RAND corporation utilized Rotter's (1960) work to survey teachers as to whether teachers have the capacity to teach even the most reluctant, unmotivated students (Armor et al., 1976). This discussion of whether student performance is primarily determined by external environmental factors or individual teacher effort and ability brought about the concepts of *general teaching efficacy (GTE)* and *personal teaching efficacy (PTE)* (Ashton, Olejnik, Crocker, & McAuliffe, 1982). GTE is based around a teacher's faith that a specific behavior will produce a certain result, while PTE is a teacher's confidence in her own ability to perform that behavior successfully. For example, a novice teacher may sincerely believe connecting with students on a personal level

positively impacts classroom behavior and student achievement because they have read the studies and seen the results in other teachers' classrooms, however, they might not believe themselves capable of creating those connections with their own students. The distinction between GTE and PTE is critical because, even when an individual is confident that certain behaviors will cause specific outcomes, the individual will not engage in those activities unless confident in their ability to effectively execute the behaviors (Bandura, 1997).

Scholars worked to clarify the nature of teacher efficacy from the conceptual strands of thought emerging from Bandura and the RAND research. Working off the definition of teacher efficacy as a “teacher’s belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated” (Guskey & Passaro, 1994, p.4), Tschannen-Moran, Hoy, and Hoy (1998) developed the integrated model of teacher efficacy (*Figure 1*). This model illustrates how the major influences on efficacy beliefs interact with specific contexts, settings, and other circumstances to impact a teacher’s sense of efficacy in a cyclical, self-informing pathway.

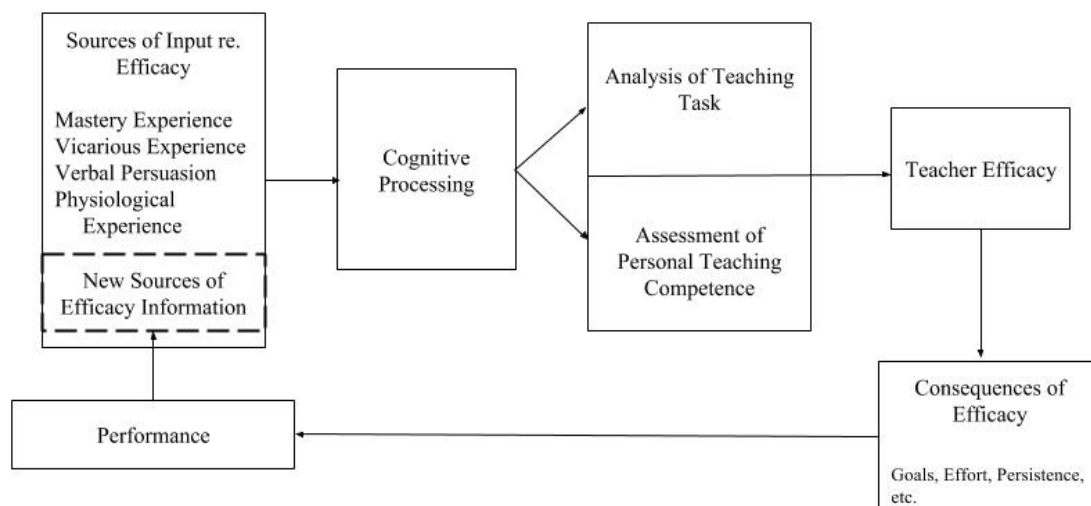


Figure 1: Framework for Teacher Self-Efficacy Formation (Tschannen-Moran, Wolfolk, &

Hoy, 1998)

Within this model, teachers' beliefs about their efficacy levels are the result of the relationship between their analysis of the specific task and their assessment of their personal competence, as seen through the lens of efficacy information collected through verbal persuasion, vicarious experience, physiological arousal, and mastery experience. As such, teacher efficacy is specific to each individual context and is fluid and cyclical. Future experiences are informed by consequences of performance in previous teaching tasks, which build teachers' efficacy information, adapting the lens for subsequent teaching tasks (Tschannen-Moran, et al., 1998).

This assertion that self-efficacy affects a teacher's ability to complete all other professional tasks holds true across numerous studies (Pajares, 2008; Tschannen-Moran et al., 1998; Tschannen-Moran & Hoy, 2001; Tschannen-Moran & Johnson, 2011). Teacher self-efficacy theory posits that a teacher's sense of efficacy is affected by student outcomes such as achievement (Ross, 1992), motivation (Midgley, Feldlaufer, & Eccles, 1989), and persistence (Milner & Woolfolk Hoy, 2003). Additionally, teachers' beliefs about their ability to make a difference with students impacts their resilience and persistence in difficult situations (Milner, 2002). It stands to reason that persistence can be expanded beyond specific performance situations to serve as an indicator of a teacher's ability to persist in the profession. Research supports this, finding that both personal teaching efficacy and general teaching efficacy are two of the strongest predictors of commitment to the teaching profession (Coladarci, 1992). This research can then be applied to specific contexts within the daily process of teaching to examine how a teacher's sense of self-efficacy around difficult constructs like culturally relevant pedagogy might influence their

overall sense of efficacy within the classroom.

Teacher Efficacy in Culturally Relevant Pedagogy

Teacher efficacy researchers have spent decades focusing on an individual's perceived confidence in the ability to implement effective instruction (Gibson & Dembo, 1984), manage learning environments (Woolfolk, Rosoff, & Hoy, 1990; Yoon, 2002), and impact student learning (Ashton & Webb, 1986). However, as teacher educators and policymakers develop a sense of urgency around the need for culturally relevant pedagogy in education, researchers are increasingly looking for ways to measure progress in this field. Siwatu (2007) examined prospective teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs and developed two scales to measure these constructs. The instruments, the *Culturally Responsive Teaching Self-Efficacy Scale* (CRTSE) and *Culturally Responsive Teaching Outcome Expectancy Scale* (CRTOE), are based on Bandura's (1997) description of the concepts and theoretical guidelines around self-efficacy, with the goal of being able to assess the efficacy of teacher education programs and predict future performance of individual teachers (Siwatu, 2007).

Subsequent research of culturally relevant self-efficacy has broken the topic into efficacy-forming experiences (Lastrapes & Negishi, 2012), content-area instruction (Faez & Valeo, 2012; Fitchett, Starker, & Salyers, 2012), and classroom management (Siwatu & Starker, 2010). However, little research has attempted to ascertain whether or not there is a correlation between a teacher's sense of efficacy in their culturally relevant pedagogy, their personal teaching self-efficacy, and their decisions around persistence with culturally relevant practices at her school site or within the field of education altogether.

Teacher Persistence

Researchers who study teacher turnover have found a significantly higher rate of churn at schools with higher percentages of underserved students than at schools with predominantly affluent, White populations (Fuller, Young & Baker, 2007). The negative effect of turnover on student achievement is larger in schools with higher proportions of low-achieving and Black students, consistently contributing to the achievement and opportunity gaps in education (Ronfeldt, Loeb & Wyckoff, 2012). Scholars and policymakers have long sought to identify key considerations teachers weigh when deciding whether or not to persist at their school site and in education altogether. Primary factors scholars find consistently in persistence research are school culture, levels of administrative support, professional communities, and job dissatisfaction (Glennie, Mason, & Edmunds, 2016; Johnson & Birkeland, 2003). Of the 26% of teacher leavers who cite job dissatisfaction as their reason for leaving, their reasoning includes lack of student motivation, student discipline problems, and lack of teacher influence over decision making (Ingersoll & May, 2011). This supports earlier research, finding four areas over which teachers try to exercise control: student motivation (or lack thereof), negative student behavior, student learning, and the complex lives of students (Hoy & Spero, 2005). These novice teachers need indications their work in the classroom is making a difference in the lives of students, and seek confirmation of their self-efficacy. Given the data around positive academic, behavioral and socio-emotional outcomes resulting from consistent implementation of culturally relevant pedagogical practices in the classroom, further research should be done to understand how novice teachers engage with and implement culturally relevant pedagogy with their classrooms to determine if self-efficacy in CRP is a

key factor to address the issues of racial discrimination, teacher persistence, and the perpetuation of educational inequities that create and exacerbate opportunity gaps in American education.

Research Questions

The proposed study examined (a) novice teachers' self-efficacy and outcome expectancy levels with respect to culturally relevant pedagogy, (b) how novice teachers engage with and implement culturally relevant pedagogy within their classroom, and (c) how teachers' self-efficacy beliefs around culturally relevant pedagogy and their classroom practice informs their perceptions of themselves as teachers and persistence in the teaching profession. To this end, the study was informed by the following research questions:

1. What are the characteristics of novice teachers across the confidence range of culturally relevant self-efficacy? What are the characteristics of novice teachers across the confidence range of culturally relevant teaching outcomes? Is there a correlation between a novice teacher's confidence in their self-efficacy around culturally relevant pedagogy and their confidence in the outcomes for culturally relevant pedagogy?
2. How do novice teachers engage with and implement culturally relevant pedagogy within their classroom? What factor(s) mediate novice teachers' culturally relevant pedagogical practices in the classroom and their sense of self-efficacy with respect to implementing culturally relevant pedagogy in the classroom?
3. How does novice teachers' self-efficacy regarding culturally relevant practices inform their general teaching efficacy and persistence in the teaching profession?

CHAPTER THREE: METHODOLOGY

Introduction

The goal of this mixed-methods study was to understand (a) novice teachers' self-efficacy and outcome expectancy levels with respect to culturally relevant pedagogy, (b) how novice teachers engage with and implement culturally relevant pedagogy within their classroom, and (c) how teachers' self-efficacy beliefs around culturally relevant pedagogy and their classroom practice informs their perceptions of themselves as teachers and persistence in the teaching profession. Specifically, this study examined how the challenges of implementation of culturally relevant pedagogy (CRP) are balanced with the myriad of other responsibilities pushing and pulling on novice teachers and how a novice teacher's sense of self-efficacy around implementing CRP within the classroom impact their daily decision-making processes as they navigate the first five years of teaching. This chapter outlines the context of the study, describing the school districts where research took place in order to situate the research within the larger Southern California context. Next, this chapter introduces a working definition of culturally responsive pedagogy used in this study and then describes participants and procedures that were used to collect data. Finally, this chapter outlines how data was collected and analyzed to answer the research questions.

Context of the Study

This study took place within two of the largest school districts in Southern California, Evergreen Union High School District and Lewis Union High School District, both pseudonyms. Evergreen Union High School District (EUHSD) includes 11 middle

schools and 13 high schools, serving a student population of 41,050 students. EUHSD's student demographics reflect that 70.1% identify as Hispanic/ Latino, 10.3% Asian, 9.9% White, 2.6% Black or African American, 0.3% Pacific Islander, 0.2% Native American, 4.5% multiracial, and 2.1% decline to state; 19.2% of students are classified as English language learners, and 57% of students qualify for Free or Reduced. The second district, Lewis Union High School District (LUHSD), includes 4 comprehensive high schools and 1 continuation school, serving a population of 9,480 students. LUHSD's student demographics reflect that 73.4% identify as Hispanic, 17.8% White, 3.1% Asian, 2.2% Black, 2.3% Filipino; 15.9 % of students are classified as English language learners, and 68.8% qualify for Free or Reduced Lunch.

The cultural and socio-economic diversity of these districts demand teachers exhibit a level of mastery of culturally relevant teaching practices if they are going to meet the needs of all students within their classrooms. This is why I chose these two districts as sources for possible research participants. These larger sites, who are likely to employ more novice teachers attempting to balance the numerous responsibilities and expectations of educating diverse student populations, offer a meaningful pool of participants from which to collect insights and information. Since many novice teachers are involved in the novice teacher induction program offered through their district, one of the approved methods of transitioning from a preliminary teaching credential to a clear credential, I intend to approach possible participants through the districts' induction programs.

Teacher Induction Programs

Historically, novice teachers were sent into the field fresh out of teacher education programs, idealistic and optimistic, and provided little to no further support regarding how

to utilize all of their training in their new positions as educators (Howe, 2006; Moir & Gless, 2001). This trial by fire methodology did little to develop quality teachers and resulted in vastly disparate skills and abilities across classrooms. Since the 1980's, there has been an international push to combat the burnout created by sink-or-swim practices and spread the responsibility for teacher development across the various resources of higher education and K-12 institutions through the creation of novice teacher induction programs (Bastian & Marks, 2017). In California, every novice teacher is required to complete an induction program within the first five years of teaching as a requirement to transition from a preliminary to clear credential. Induction expectations can be met in a myriad of ways, through university-based classroom or online programs, private education institutions, or local education agencies (LEAs). Evergreen Union High School District (EUHSD) and Lewis Union High School District (LUHSD) offer free inhouse induction programs for any of their teachers needing to clear credentials. Teachers in these districts are not required to clear their credential inhouse and may utilize any program available to clear their credential.

At the time of the study, Evergreen Union High School District (EUHSD) enrolled 212 induction candidates who are paired with one of 68 mentors. Candidates spend two years immersed in Quality First Instruction based on Universal Design for Learning principles (<https://www.smores.com/vmec5>), building individual learning plans where novice teachers, mentors, and administrators collaborate to set goals, develop action plans, self-assess, reflect, and generate next steps. Though this program is offered at no cost, the district does not have the capacity to serve all of the novice teachers within their district each year and, as such, EUHSD does not serve all of their novice teachers through their in-

house induction program. Many teachers clear their credential through coursework at local colleges, or elsewhere.

LUHSD offers their version of teacher induction called Reflective Induction for Secondary Educators, or RISE. This two-year program was, at the time of the study, offered at no cost to participants, billing itself as means for mentoring and professional support where new teachers work closely with a mentor teacher from the district to come up with a comprehensive plan for professional growth.

Research Design

To answer the research questions outlined in Chapter 2, this study utilized an explanatory mixed methods approach. The mixed methods approach blends the results of qualitative and quantitative analysis to develop a deeper, fuller understanding of the research problems (Creswell, 2013). Scholars of mixed methods research have outlined a number of designs through which both quantitative and qualitative research may be blended (Creswell, 2013; Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 2003). For the purposes of this study, the researcher utilized an explanatory sequential design to answer the research questions. Explanatory sequential mixed methods research unfolds in two phases, with quantitative data being collected and examined first to shape the subsequent qualitative research (Creswell, 2014). As seen in figure X, below, the quantitative portion of the study provided information on novice teachers' level of self-efficacy around CRP (Research Question 1). The qualitative portion of the study allowed the researcher to develop a deeper understanding of teachers' experiences with CRP in the classroom (Research Question 2) and the interplay between culturally relevant pedagogical

practices and teachers' sense of competence as teachers and persistence in the teaching profession (Research Question 3).

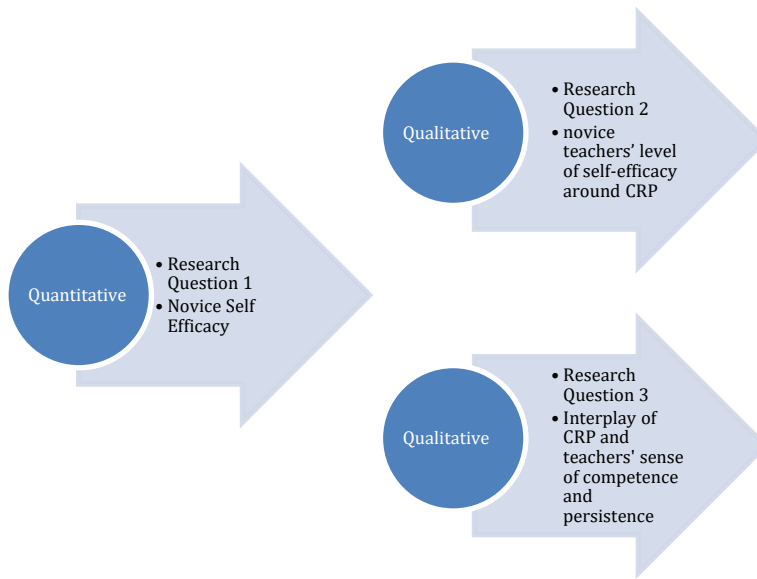


Figure 2: Graphic of Explanatory Mixed Method Design

Participants

Participants in this study were all teachers in their first five years of teaching with the participating districts. A survey collecting information on teachers' self-efficacy in culturally relevant pedagogy, demographic data, and persistence data was sent out to all induction program participants in both school districts. This information was included in EUHSD's teacher induction newsletter for both the months of May and June. The information was sent out to LUHSD's novice teachers via email. From the pool of 89 participants who responded to the survey, the researcher interviewed 15 teachers representing different levels of self-efficacy in culturally relevant pedagogy, based on the survey results. The interviews served to develop a deeper understanding of culturally relevant practices currently employed in the classroom, the supports teachers need to better

implement culturally relevant pedagogy, their sense of competency as teachers, and their intentions to stay in the profession.

Procedures

Survey.

To identify possible participants, the researcher sent letters to both EUHSD and LUHSD requesting permission to recruit teachers through their induction program. EUHSD required the researcher to apply for the district's IRB process after the researcher received an approval for the study from the university IRB. Once permission was granted and the school district's IRB approved the study, the researcher communicated with coordinators, the primary contact for induction programs and the person(s) responsible for developing the professional development calendars for the program, to identify the time to administer the survey to all novice teachers in the program in person. However, an in-person meeting was not possible due to time constraints, so all participants enrolled in the LUHSD induction program received an email inviting them to participate in the study with a link to the survey and EUHSD induction participants received an invitation in the April edition of the digital newsletter sent out monthly to participants. Teachers had six weeks to fill out the survey. A reminder was sent to LUHSD teachers 10 days after the initial e-mail and a second invitation was sent to EUHSD teachers in the May newsletter.

Interviews.

At the end of the survey, novice teachers had an opportunity to express interest in participating in the qualitative portion of the study through their response to a survey question that states, "Would you be willing to participate in a follow-up interview about your experiences and perspectives on culturally relevant pedagogy?" Among the 29

participants who express interest in a follow-up interview, the researcher selected participants who reflect a range of self-efficacy levels in culturally responsive pedagogy with whom to schedule a one-hour interview. The researcher chose 15 teachers to interview, selecting teachers who indicated a variety of confidence levels with respect to implementing culturally relevant pedagogy. Participants were selected so that the pool included five participants with high CRTSE, five with medium levels of CRTSE, and five low CRTSE respondents. The interviews were scheduled at a time and location convenient for the teachers.

Data Collection

This was a mixed-methods study involving both a qualitative and quantitative component. The quantitative portion of the study focused on collect data about novice teachers' self-efficacy levels around culturally relevant pedagogy, persistence, and demographics. Subsequent to the survey, the researcher interviewed fifteen teachers representing different levels of perceived efficacy regarding CRP to go in depth as to how these teachers engage with and implement culturally relevant pedagogy, and how teachers' self-efficacy beliefs around CRP and classroom practice inform their perceptions of themselves as teachers and their persistence in the teaching profession. Below is information on each data source.

Survey.

A survey was administered to all induction participants as a preliminary measure of novice teacher self-efficacy around culturally relevant pedagogy and to gain insight into teachers' demographic and persistence data. The researcher utilized Qualtrics, a survey tool which allows for the development and administration of surveys and the management

of survey data. This survey protocol is adapted from Siwatu's (2007) Culturally Responsive Teaching Self-Efficacy Scale and Culturally Responsive Teaching Outcome Expectancy Scale, used primarily to ascertain preservice teachers' levels of self-efficacy in CRT (Frye, Button, Kelly, & Button, 2010; Lastrapes & Nigishi, 2012; Siwatu, 2007; Siwatu & Starker, 2010). The survey is organized around four main domains: (1) professional and demographic background data, (2) self-efficacy beliefs regarding implementation of best culturally relevant practices (CRTSE), (3) beliefs around the outcomes associated with implementation of CRP (CRTOE), and (4) persistence.

The first domain seeks to establish a participant's demographics, years of service, and school site in order to fix the participant within the broader scope of their school district and service population. Domain two, implementation of self-efficacy, develops understanding of a participant's views about their ability to execute key practices identified as integral to meaningful culturally relevant pedagogy, building upon Bandura's (1977) belief that a strong sense of efficacy is requisite to enacting specific practices. Respondents were asked to rate their confidence in their ability to engage in culturally relevant practices like building home-school relationships and greeting English Language Learners in their home language on a scale from 0 (not at all confident) to 100 (completely confident). The third domain, outcome expectations, is predictive of future behaviors related to CRP, drawing upon Bandura's (1977) relationship between a person's belief that a specific behavior will produce a certain outcome and the person's likelihood to enact that behavior. Participants were asked to rate the probability that certain culturally responsive behaviors, like using students interests when designing instruction will result in specific positive outcomes like increasing engagement, on a scale from 0 (entirely uncertain) to 100

(entirely certain). Finally, the fourth domain, persistence data, asked novice teachers to respond to a series of statements about persistence on a scale of 0 (not at all likely to occur) to 100 (absolutely likely to occur). Respondents ranked statements like, “Given my current knowledge and experience, I would still choose education as my field of occupation,” and “I intend to seek employment in another district for the 2018-2019 school year,” to provide data on persistence. After respondents have completed all four domains, they received one last question requesting their participation in the follow-up interview portion of the study to be completed at a later date.

Interviews.

Subsequently to the initial survey, semi-structured interviews were scheduled to provide a more thorough, complete description of the lived experiences novice teachers encounter as they engage with and implement culturally relevant pedagogy within their classrooms and to ascertain participants’ general teaching efficacy levels and gain deeper insight into decisions around persistence. Interview protocol was constructed by the researcher based on literature regarding best practices of teachers skilled in culturally relevant pedagogy (Gay, 2010; Howard, 2003; Ladson-Billings, 1994) and the work done by previous scholars to ascertain levels of general teaching efficacy and persistence (Coladarici, 1992). Interview questions center around five domains: (1) background questions, seeking information about the participant’s personal history and how their school experiences compare with the community in which they work; (2) CRP engagement, examining teachers’ thinking about CRP and how it interacts with the daily responsibilities of teaching; (3) CRP implementation questions, looking at how teachers engage with culturally relevant practices, whether intentionally or unintentionally; (4)

general teaching efficacy, questioning whether teachers have an overall sense of confidence in their ability to implement meaningful change in the classroom; and (5) persistence, investigating more deeply the decisions novice teachers make regarding whether or not to stay in the classroom, school, and district, or to leave education altogether.

The researcher met with 15 participants to understand how teachers engage in culturally relevant practices, when and why novice teachers seek out guidance for culturally relevant practices and from whom, how novice teachers experience the process of implementing culturally relevant teaching practices within their own classrooms, and how teachers feel about their overall teaching performance and their likelihood to persist in education, at their district, and at their school site. Semi-structured interviews lasting from 45 to 90 minutes were recorded and transcribed by a professional service.

Data Analysis

Below is the list of research questions along with how each data source was analyzed to answer each:

RQ1: What are the characteristics of novice teachers across the range of different levels of culturally responsive self-efficacy? What are the characteristics of novice teachers across the range of culturally responsive teaching outcome expectancy levels? Is there a correlation between a novice teacher's confidence in their self-efficacy and outcome expectancy around culturally relevant pedagogy?

To understand what differences, if any, exist between novice teachers who report high levels of self-efficacy around culturally relevant teaching and those who report lower levels of self-efficacy, the researcher analyzed the data collected in the survey, assessing

for significance between reported self-efficacy levels and demographics of teachers themselves and the student populations they serve. To understand the relationship between novice teachers who report high levels of confidence about the outcomes associated with culturally relevant pedagogy and those who report lower levels of confidence, the researcher analyzed the data collected in the survey, assessing for significance between reported confidence levels and demographics of teachers themselves and the student populations they serve. These results were analyzed for patterns. Findings of this analysis are outlined in Chapter 4. The researcher also asked questions about teacher background in the semi-structured interviews. These responses were recorded, transcribed, analyzed and coded for themes and cross-referenced against survey data results to determine whether any patterns exist. Finally, the researcher analyzed data to determine whether or not the two scale measures, culturally responsive teaching self-efficacy and culturally responsive teaching outcome expectancies, correlate.

RQ2: How do novice teachers engage with and implement culturally relevant pedagogy within their classroom? What factor(s) mediate novice teachers' culturally relevant pedagogical practices in the classroom and their sense of self-efficacy with respect to implementing culturally relevant pedagogy in the classroom?

To understand the different ways novice teachers seek guidance and support to promote culturally relevant pedagogy within their classrooms, participants engaged in a semi-structured interview. Questions sought to gather information around culturally relevant pedagogy, general teaching efficacy, and persistence. Interviews were coded using in vivo coding to allow for a nuanced analysis of teacher responses (Saldana, 2016) and reduced into recurring themes (Creswell, 2013). The researcher cross-referenced results

from the survey with the results from the interviews to understand the different ways culturally relevant pedagogy is enacted in the classroom across teachers with different belief levels on the CRTSE and CRTOE scales and what factors mediate their practices and self-efficacy with respect to culturally relevant pedagogy.

To ensure interrater reliability, or the understanding that any researcher could sit with the data and come to similar conclusions with respect to theme, four of the fifteen interviews were sent to an independent researcher with a doctorate of education. This researcher took the interviews and themes and independently coded the interviews to create a coding consistency check. Codes and themes were compared across the two analysis sets to ascertain whether or not the two researchers found similarities within the data. Both researchers coded the interviews the same 90% of the time. This prompted the researcher to proceed with cross-referencing the a priori codes (Saldana, 2016) across the three elements of culturally relevant pedagogy and the four areas over which novice teachers try to assert control. The resulting themes cluster into six primary categories, which can be organized into two distinct forces: external and internal pressures impacting culturally relevant practices.

RQ3: How does novice teachers' self-efficacy regarding culturally relevant practices inform their general teaching efficacy and persistence in the teaching profession?

To understand what relationships, if any, exist between novice teachers' perceptions of their ability to effectively implement culturally relevant teaching practices and teachers' general sense of his or her ability to create a positive impact within the classroom, the researcher analyzed data from the CRTSE and Persistence sections of the survey and cross-referenced survey results with qualitative data collected in interviews.

Table 1: Summary of data instruments and analysis

Instrument	Data Collected	Analysis	Informs
Culturally Responsive Teaching Self-Efficacy Survey	<p>Likert scale survey data related to:</p> <ul style="list-style-type: none"> Confidence in teachers' ability to implement culturally relevant pedagogy Confidence in outcomes associated with CRP <p>Ordinal data related to:</p> <ul style="list-style-type: none"> teacher demographics teacher persistence 	<ul style="list-style-type: none"> Responses to CRTSE and CRTOE were totaled to determine an efficacy score Chi-Square Correlation Mean scores were analyzed for patterns across and among demographic groups 	<p>Whether or not teachers believe in</p> <ul style="list-style-type: none"> Their ability to implement CRP The ability of CRP to impact student growth and development <p>What characteristics (if any) are shared between teachers who exhibit high self-efficacy around CRP</p> <p>Whether or not there is a correlation between a teacher's belief in the potential impact of culturally relevant pedagogy and their belief in their ability to implement culturally relevant pedagogy</p>

Table 1: Summary of data instruments and analysis (continued)

Instrument	Data Collected	Analysis	Informs
Semi-structured interviews (60 minutes each)	Qualitative interview data tracking: <ul style="list-style-type: none"> • Teacher background information • CRP Engagement • CRP Implementation • CRP Mediation • General Teaching Efficacy • Persistence 	<ul style="list-style-type: none"> • Thematic coding 	Understanding of the teachers lived experience during the intervention including: <ul style="list-style-type: none"> • How teachers develop their beliefs around CRP • How teachers prioritize the need for CRP amongst the other challenges of novice teachers • When, how, and from whom teachers seek guidance regarding CRP • Teachers' confidence in their general teaching efficacy • Teachers thoughts around persistence in their grade, at their site, and within education altogether

Summary

This mixed-methods research study examined how teachers' engagement with culturally relevant pedagogy and practices informs their perceptions of their general teaching efficacy and their decision-making processes around teaching. The researcher employed quantitative survey methods to ascertain characteristics of teachers reporting strong self-efficacy around implementation of culturally relevant teaching practices and

sought to ascertain the characteristics of teachers who consider themselves efficacious in implementation of culturally relevant practices. Additionally, interview data from focus participants explores themes around how novice teachers engage with culturally relevant teaching, when and from whom they seek guidance and build self-efficacy in CRP, and how these experiences impact their personal teaching efficacy and its consequences like the decisions to stay or leave a school site.

CHAPTER FOUR: RESULTS

Introduction

This explanatory sequential mixed methods study utilized quantitative and qualitative methods to explore how novice teachers navigate the implementation of culturally relevant pedagogical practices and whether or not their sense of efficacy in that implementation impacts their overall sense of efficacy as educators. Participants completed an online survey and then a select number of participants within that cohort were invited to a one-time interview in an effort to gain more insight into specific experiences and thought processes novice teachers navigate as they balance the myriad challenges and expectations that arise during the first five years of teaching.

Interview data from a subset of respondents were analyzed to clarify themes around three key domains in culturally relevant pedagogy that directly link to a teacher's culturally relevant teaching self-efficacy: (1) high academic expectations, (2) cultural competence, and (3) critical consciousness, which were subsequently triangulated across Hoy and Spero's four primary areas over which teachers try to exhibit control: (1) student motivation, (2) student behavior, (3) student learning, and (4) the complex lives of students. From this analysis, several findings emerged. What follows is a thorough description of the findings of this research study. First, outlining the results of the quantitative analysis of the online survey, describing the characteristics of teachers across the various confidence ranges. Second, reviewing findings from the fifteen follow-up interviews.

Survey Results

The quantitative portion of this explanatory sequential mixed methods project consisted of a twenty-two-question survey seeking to affix the participant within the novice teacher community by understanding their age, gender, race, and years and breadth of experience, within and across the grade levels. Of the 376 individuals invited to participate in the survey, 89 participants completed the survey. Within this group, 14 participants identified as male, while 75 identified as female. Five participants identified as Asian/ Pacific Islander, one Black, 13 Hispanic, 57 White, non-Hispanic, one Chicana, 11 biracial or multi-racial, and one participant declined to state (see Table 1).

Table 2: Demographics of the Participants

Variables	Number of participants ($n = 89$)
Sex	
Male	14
Female	75
Age	
< 26	18
26 – 35	53
36 – 45	11
46 – 55	7
Race	
Asian/ Pacific Islander	5
Biracial	11
Black	1
Chicana	1
Hispanic	13
White, Non-Hispanic	57
Decline to State	1
Years Experience	
1	16
2	20
3	18
4	17
5	18

In addition to answering questions related to demographic data, participants engaged with a 40 question Likert-scale rating to ascertain their confidence levels regarding self-efficacy around implementing culturally relevant practices, the *Culturally Relevant Teaching Self Efficacy* (CRTSE) protocol (Siwatu, 2007). Results of the CRTSE scale ranged between 1941 and 3715, out of 4000 possible “points,” with a mean score of 2982.69 and a standard deviation of 524.45. Higher scores indicate a greater level of confidence in participants’ ability to implement culturally relevant pedagogical practices. Novice teachers’ culturally responsive teaching self-efficacy was highest for the ability to: “develop a personal relationship with my students” ($M = 91.23$, $SD = 10.21$) and “build a sense of trust in my students” ($M = 89.62$, $SD = 10.90$), while their self-efficacy levels were lowest for their ability to: “teach students about their culture’s contributions to science” ($M = 51.67$, $SD = 29.39$) and “design a lesson that shows how other cultural groups have made use of mathematics” ($M = 52.30$, $SD = 31.58$). The descriptive statistics for the scale are found in Table 2.

Table 3: Results of the Culturally Relevant Teaching Self Efficacy Questions

Survey Items	<i>M</i>	<i>SD</i>
(1) Adapt instruction to meet the needs of my students	78.52	12.93
(2) Obtain information about my students’ academic strengths	81.97	13.14
(3) Determine whether my students like to work alone or in a group	87.65	13.18
(4) Determine whether my students feel comfortable competing with other students	79.78	15.17
(5) Identify ways that the school culture (e.g., values, norms, and practices) is different from my students’ home culture	70.80	20.23
(6) Implement strategies to minimize the effects of the mismatch between my students’ home culture and the school culture	60.68	21.69
(7) Assess student learning using various types of assessments	81.83	13.21
(8) Obtain information about my students’ home life	75.33	22.43
(9) Build a sense of trust in my students	89.62	10.90
(10) Establish positive home-school relations	73.37	23.21
(11) Use a variety of teaching methods	86.55	12.79

Table 3: Results of the Culturally Relevant Teaching Self Efficacy Questions
(continued)

Survey Items	<i>M</i>	<i>SD</i>
(12) Develop a community of learners when my class consists of students from diverse backgrounds	75.57	19.65
(13) Use my students' cultural background to help make learning meaningful	75.83	14.41
(14) Use my students' prior knowledge to help them make sense of new information	81.55	14.39
(15) Identify ways how students communicate at home may differ from the school norms	66.17	22.86
(16) Obtain information about my students' cultural background	73.78	22.90
(17) Teach students about their cultures' contributions to science	51.67	29.39
(18) Greet English Language Learners with a phrase in their native language	66.08	27.14
(19) Design a classroom environment using displays that reflects a variety of cultures	60.08	27.14
(20) Develop a personal relationship with my students	69.08	23.81
(21) Obtain information about my students' academic weaknesses	84.90	12.71
(22) Praise English Language Learners for their accomplishments using a phrase in their native language	63.83	28.21
(23) Identify ways that standardized tests may be biased towards linguistically diverse students	71.73	25.89
(24) Communicate with parents regarding their child's educational progress	78.97	20.62
(25) Structure parent-teacher conferences so that the meeting is not intimidating for parents	77.85	22.54
(26) Help students to develop positive relationships with their classmates	79.17	18.06
(27) Revise instructional material to include a better representation of cultural groups	75.85	20.16
(28) Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes	73.57	25.65
(29) Design a lesson that shows how other cultural groups have made use of mathematics	52.30	31.58
(30) Model classroom tasks to enhance English Language Learners' understanding	77.62	21.41
(31) Communicate with the parents of English Language Learners regarding their child's achievement	63.18	29.59
(32) Help students feel like important members of the classroom	85.18	13.21
(33) Identify ways that standardized tests may be biased towards culturally diverse students	72.48	28.19
(34) Use a learning preference inventory to gather data about how my students like to learn	78.03	23.18

Table 3: Results of the Culturally Relevant Teaching Self Efficacy Questions
(continued)

Survey Items	<i>M</i>	SD
(35) Use examples that are familiar to students from diverse cultural backgrounds	70.63	24.16
(36) Explain new concepts using examples that are taken from my students' everyday lives	80.62	19.54
(37) Obtain information regarding my students' academic interests	84.47	13.78
(38) Use the interests of my students to make learning meaningful for them	82.92	12.38
(39) Implement cooperative learning activities for those students who like to work in groups	83.35	16.58
(40) Design instruction that matches my students' developmental needs	78.68	13.87

Finally, participants engaged with a 26 question Likert-scale rating seeking to gauge participants' confidence levels that certain culturally relevant practices will achieve positive results, the *Culturally Relevant Teaching Outcome Expectancy* (CRTOE) protocol (Siwatu, 2007). The results of the CRTOE measure ranged between 1094 and 2600, out of a possible 2600, with a mean score of 2130.35 and a standard deviation of 530.08. Higher scores indicate a greater confidence in the ability of culturally relevant practices to produce positive results within the classroom. Novice teachers exhibited the greatest confidence in the ideas that: "providing English Language Learners with visual aids will enhance their understanding of assignments" ($M = 93.02$, $SD = 12.94$), and "a positive teacher-student relationship can be established by building a sense of trust in my students" ($M = 93.55$, $SD = 9.15$). The descriptive statistics for the scale are found in Table 3.

Table 4: Results of the Culturally Relevant Teaching Outcome Expectancy Questions

Survey Items	<i>M</i>	SD
(1) A positive teacher-student relationship can be established by building a sense of trust in my students.	93.59	9.15
(2) Incorporating a variety of teaching methods will help my students to be successful.	91.76	9.80

Table 4: Results of the Culturally Relevant Teaching Outcome Expectancy Questions (continued)

Survey Items	<i>M</i>	<i>SD</i>
(3) Students will be successful when instruction is adapted to meet their needs.	90.76	10.27
(4) Developing a community of learners when my class consists of students from diverse cultural backgrounds will promote positive interactions between students.	88.5	17.48
(5) Acknowledging the ways that the school culture is different from my students' home culture will minimize the likelihood of discipline problems.	77.70	18.38
(6) Understanding the communication preferences of my students will decrease the likelihood of student-teacher communication problems.	84.43	18.47
(7) Connecting my students' prior knowledge with new incoming information will lead to deeper learning.	88.89	12.11
(8) Matching instruction to the students' learning preferences will enhance their learning.	87.30	12.13
(9) Revising instructional material to include a better representation of the students' cultural group will foster positive self-images.	87.65	16.51
(10) Providing English Language Learners with visual aids will enhance their understanding of assignments	93.02	12.94
(11) Students will develop an appreciation for their culture when they are taught about the contributions their culture has made over time.	87.44	17.68
(12) Conveying the message that parents are an important part of the classroom will increase parent participation.	77.67	20.15
(13) The likelihood of student-teacher misunderstandings decreases when my students' cultural background is understood.	81.38	19.45
(14) Changing the structure of the classroom so that it is compatible with my students' home culture will increase their motivation to come to class.	71.64	22.09
(15) Establishing positive home-school relations will increase parental involvement.	78.69	19.84
(16) Student attendance will increase when a personal relationship between the teacher and students has been developed.	84.71	16.04
(17) Assessing student learning using a variety of assessment procedures will provide a better picture of what they have learned.	93.61	9.29
(18) Using my students' interests when designing instruction will increase their motivation to learn.	88.57	13.96
(19) Simplifying the language used during the presentation will enhance English Language Learners' comprehension of the lesson.	88.04	21.70
(20) The frequency that students' abilities are misdiagnosed will decrease when their standardized test scores are interpreted with caution.	78.89	21.29

Table 4: Results of the Culturally Relevant Teaching Outcome Expectancy Questions (continued)

Survey Items	<i>M</i>	<i>SD</i>
(21) Encouraging students to use their native language will help to maintain students' cultural identity.	78.89	23.94
(22) Students' self-esteem can be enhanced when their cultural background is valued by the teacher.	89.67	12.99
(23) Helping students from diverse cultural backgrounds succeed in school will increase their confidence in their academic ability.	90.50	10.52
(24) Students' academic achievement will increase when they are provided with unbiased access to the necessary learning resources.	90.24	11.67
(25) Using culturally familiar examples will make learning new concepts easier.	89.93	12.04
(26) When students see themselves in the pictures that are displayed in the classroom, they develop a positive self-identity.	89.52	12.71

This study sought to better understand the characteristics of novice teachers across the range of different levels of culturally responsive self-efficacy (CRTSE) and culturally responsive teaching outcome expectancy (CRTOE). Results of the survey providing insight on these questions is outlined below.

Culturally Relevant Teaching Self-Efficacy.

Across the 40 question CRTSE scale, response means ranged from 51.67 (*SD* = 22.39) to 91.21 (*SD* = 10.21). Participant overall scores ranged between 1941 to 3715, with a mean response of 3031.4 (*SD* = 426.95). To determine whether or not there are any observable correlations amongst characteristics of novice teachers across the range of different levels of culturally responsive teaching self-efficacy, the researcher ran descriptive analyses of the responses in the highest and lowest quartiles. Each Chi Square analysis determined there was no statistically significant correlation between a participant's age, sex, race, or years of experience and their confidence levels with respect to their implementation of culturally relevant practices. Male participants scored a mean of

3138.82, (SD = 458.24), while female participants scored $M = 3008.51$ (SD = 420.88). Participants under the age of 26 scored $M = 3084.8$ (SD = 414.45), while those ages 26 - 35 scored $M = 2983.84$ (SD = 400.27), and 36 to 45-year-olds scored $M = 3276.63$ (SD = 400.52). Participants who identified as either Black, Hispanic/ Latinx, Asian/ Pacific Islander, or Bi- or Multi-racial scored $M = 3206.05$ (SD = 363.84), while their White colleagues scored $M = 2938.90$ (SD = 433.27). Table 4 illustrates the mean scores and standard deviations of participants across the demographic groups.

Table 5: CRTSE Means and Standard Deviations by Demographic Group

Variable	<i>M</i>	SD
Sex		
Male	3138.82	458.24
Female	3008.51	420.88
Age		
< 26	3084.80	414.45
26 – 35	2983.84	400.27
36 – 45	3276.63	400.52
Race		
Non-White	3205.05	363.84
White, Non-Hispanic	2938.90	433.27
Years Experience		
1	3046.67	409.74
2	2978.00	497.90
3	3083.86	385.95
4	2958.33	301.36
5	3067.40	507.85

Culturally Relevant Teaching Outcome Expectancy.

Similarly, across the 26 question CRTOE scale, response means ranged from 71.64 (SD = 22.09) to 93.61 (SD = 9.29). Participant overall scores ranged from 1094 to 2600, with a mean response of 2222.98 (SD = 298.74). To ascertain what correlation, if any, exists amongst characteristics of novice teachers across the range of confidence levels in regards to culturally responsive teaching outcome expectancies, the researcher ran

descriptive analyses of the responses in the highest and lowest quartiles. Each Chi Square analysis determined there was no statistically significant correlation between a participant's age, sex, race, or years of experience and their confidence levels in regards to the potential outcomes of culturally relevant practices. Male participants scored a mean of 2357.3 (SD = 222.87), while female participants scored $M = 2185.67$ (SD = 308.84). Participants under the age of 26 scored $M = 2278$ (SD = 152.63), while those ages 26 - 35 scored $M = 2241.37$ (SD = 269.29), and 36 to 45-year-olds scored $M = 2261$ (SD = 291.83). Participants who identified as either Black, Hispanic/ Latinx, Asian/ Pacific Islander, or Bi- or Multi-racial scored $M = 2268.53$ (SD = 208.98), while their White colleagues scored $M = 2200.94$ (SD = 334.59). Table 5 breaks down participants CRTOE scores and standard deviations across the demographic groups.

Table 6: CRTOE Means and Standard Deviations by Demographic Group

Variable	<i>M</i>	SD
Sex		
Male	2357.30	222.87
Female	2185.67	308.84
Age		
< 26	2287.00	152.63
26 – 35	2241.37	269.29
36 – 45	2261.00	291.83
Race		
Non-White	2268.53	208.98
White, Non-Hispanic	2200.94	334.59
Years Experience		
1	2019.63	349.31
2	2326.25	190.73
3	2280.01	174.93
4	2219.75	273.24
5	2179.50	507.85

These data indicate there are few differences in culturally relevant teaching self-efficacy levels across the majority of demographic variables. Novice teachers report

similar confidence levels regardless of age or sex. There is a noticeable difference in the confidence levels of White teachers and their colleagues of color, but only in regards to self-efficacy levels, not outcome expectancy levels, indicating that all teachers have similar faith in the strategies associated with CRP, but non-White teachers are more confident in their ability to successfully implement those strategies.

Teachers' outcome expectancy levels, or their confidence in a particular strategy's ability to implement certain academic or socio-emotional outcomes in a classroom, were relatively consistent across all demographic variables. The only discernable difference is a peak in outcome expectancy levels for second year teachers and then a gradual decline in confidence levels each subsequent year. These findings may prove useful for administrators and mentors when discussing best practices for on-boarding and supporting novice teachers through their first five years of teaching.

Results from Interviews

In order to develop a deeper understanding of how novice teachers engage with culturally relevant pedagogy, the researcher focused on 15 participants with varying confidence levels to interview. Table 6 outlines the demographic data and pseudonyms for each interview participant. These participants were chosen from the pool of willing survey respondents to represent a variety of ages, experience levels, racial backgrounds, and confidence levels in regards to culturally relevant teaching self-efficacy and outcome expectancy. Analysis of interviews found six key themes connecting to influences pushing novice teachers towards and away from culturally relevant practice; these themes can be organized into internal and external factors. Internal factors include ambivalence, critical

consciousness, and self-reflection. External factors include relationships, time, and school culture.

Table 7: Interview Participant Pseudonyms and Demographics

Participants	Age	Sex	Race	Discipline	Years Teaching	CRTSE Score	CRTOE Score
Kelly	26 - 35	F	White	English	3	2801	2405
Marie	26 - 35	F	API, White	Science	4	2926	2600
Clark	26 - 35	M	White	Science	4	2580	2070
Diana	26 - 35	F	White	English	5	2565	2510
Lisa	26 - 35	F	White	English	4	2635	1973
Minerva	< 26	F	White	English	1	2788	2295
Dolly	26 - 35	F	Hispanic	English	3	2851	2429
June	< 26	F	White	English	1	3058	1956
				Social	2	3108	2600
Ferdinand	26 - 35	M	White	Science			
Linda	26 - 35	F	White	English	1	3250	1356
			Hispanic,	Science	3	3280	2116
Ellis	26 - 35	F	White				
Stacy	< 26	F	API	Math	2	3658	2205
				Special	5	3758	2032
Maria	36 - 45	F	Hispanic	Education			
				Foreign	4	3300	2320
Julian	26 - 35	M	Hispanic	Language			
Leigh	36 - 45	F	White	English	5	3378	2530

Internal Factors.

Ambivalence.

When teachers transition from their preservice teaching programs into a classroom where the decisions (and their consequences) are solely their own, they often encounter conflicting ideas. These opposing concepts result in a sense of ambivalence within teachers as they create their professional identities. As pedagogy meets practice, teachers often

struggle to reconcile their opinions about the four major areas over which teachers try to exhibit control: student motivation, student behavior, the complex lives of students, and student learning. In the interviews, participants dissected some of their contradicting opinions on these four areas of control.

The question of who has the primary control over how much a student can learn raised a significant amount of internal conflict as it highlighted teachers' struggles over the intersection between student motivation and the complex lives of students. Diana, a fifth-year teacher with low CRTSE and high CRTOE, responded:

I feel like at the end of the day, if you don't want to learn anything or you don't want to put an effort forth, then that's on you. But you're also saying that about somebody who's still learning about themselves, let alone all of the pressures of trying to be successful in school.

Ellis, a fourth-year science teacher with high confidence levels on both the CRTSE and CRTOE scale elaborated:

I think, as teachers, we can do our best to help them learn and help them succeed... but at the end of the day, maybe they're going through something that's preventing them from taking that charge. I don't know. I guess you could say the student is the one that's primarily in control, but they're not necessarily in control of their emotions or what's happening in their lives at that point in time. It's a struggle.

This equivocation suggests teachers are trying to understand students' experiences outside the classroom and consider the whole child, considering culturally relevant pedagogical questions as they develop their priorities. The question then becomes whether they will view the complex lives of students from a strengths-based or deficit model.

June, a first-year teacher who scored in the median range on CRTSE and the low range of CRTOE scores, also shared a story of a student who "failed simply because he wasn't in school," explaining that as a "home environment thing... He wasn't really given

a lot of guidance at home from what I understand.” This idea of frequent absences being due to factors outside of school was repeated across six of the interviews. When defining student success, Clark, a fourth-year teacher with low scores for both CRTSE and CRTOE, explained how some students are never going to succeed academically because “going to school doesn’t matter for their family, and that happens to a lot of families. They don’t care about school. A lot of them are family oriented, and they need to help” take care of younger siblings, work, or other responsibilities that keep the students out of school. June and Clark are making assumptions about the connections between students’ academic behavior and their family’s educational priorities that indicate a deficit mindset about their students. These assumptions could limit participants’ decisions to implement culturally relevant strategies within the classroom.

Student behavior was another source of much contemplation and equivocation for 14 of the participants. Consistency is an area where teachers were still shaping their values and expectations, forcing them to reconcile various constructs to determine priorities for the classroom. Linda, a first-year teacher with high CRTSE but the lowest CRTOE of the participants, recognized a dichotomy within herself as she is developing her behavior management strategies, “I think kids are hysterical. Sometimes they do things that are funny to me, and I know they shouldn’t be doing that.” She compared herself to teachers from other disciplines, stating, “I realize this isn’t gonna fly in science class, and so it shouldn’t fly with me because it’s disrespectful on some level, but it’s also kind of funny... That’s my struggle.” The problem, she reflected, is, “If you let that happen too frequently, you can lose control... but I spend a lot of time laughing behind books, and trying to make my eyes not smile at them.” Linda is afraid that her lack of firm discipline

is “wrong,” but by hiding a fun-loving part of herself, she is giving up moments of authentic connection with her students. This question of how a novice teacher balances what feels right within their classroom against what they have been taught is “best practice” is also seen as teachers examine the need for consistency in classroom management.

The biggest challenge five participants expressed ambivalence around in regards to student behavior was the question of how to maintain consistency and still be equitable. Kelly, a third-year teacher with low CRTSE and high CRTOE scores, recognized that “as a new teacher, I don’t quite know what I want from [the students]. I don’t know what I expect. There are the basics, but it’s, like, a constantly evolving thing.” When questioned, she said she feels like her classroom management strategies are relatively equitable except “when I know that kids are having a rough time.”

There was a student last year who his dad, who he lived with, had been deported. He was living with his uncle. ICE was patrolling their neighborhood every day. His uncle had gone to live in [a neighboring town]. This kid was almost solely responsible for making the rent at that time, ‘cause his uncle couldn’t go out and work without fear. He’d come to class, and he’d fall asleep every day. Normally, my response to that would be ok... you need to go someplace where you can take a nap... and come back when you’re ready. Right now, you’re showing me you’re not ready to learn... I didn’t feel good about enforcing strict consequences that I would have enforced on a kid for doing something like that normally, because I knew what he was going through.

She expressed an awareness of the possibility students could take advantage of the leniency, but “enforcing consequences for kids that have things going on that are beyond my control and beyond their control doesn’t make much sense.” This is another example of how novice teachers struggle to clearly define their pedagogy when it intersects with concern about the complex lives of students. This is a critical time to shape the mindsets of

novice teachers to develop culturally relevant philosophies with the help of the right mentors and supportive administrators.

Finally, novice teachers reported conflicting opinions and emotions as they were deciding on the content and instructional strategies they will utilize in their classrooms and how they define success at the end of the day. For many novice teachers, their decision to pursue teaching stems from a powerful experience with a teacher during their K-12 educational experience or they come from a family of teachers, like six of the participants in this study. When these teachers come up against barriers that either didn't exist or weren't apparent in their younger understanding of what it means to be a teacher, participants questioned themselves and their practice. Minerva, a first-year teacher with low CRTSE and high CRTOE, explained, "where I am [teaching] now, it is extremely conservative. A lot of parent pushback for certain texts that involve drugs or violence, or adolescent experience in the whole sexual content," which frustrates her because

I think, growing up, I had teachers who were open to discussing those issues in the classroom. Maybe they just came off confident, but when I experienced their teaching, it felt like they weren't afraid of the pushback. So now, being the teacher, I am afraid of that pushback... That line is really confusing for me, experiencing the teaching or the schools that I was at, versus being the one doing the teaching.

Dolly questioned the necessary balance between direct instruction and group work. "Sometimes I don't think the lesson lends itself very well to [collaboration]. One of the first readings we do is usually Land of the Slaughter, and I read it to them. This year, I'm hoping to change that." Clark admitted to struggling with how to implement group work as well, indicating he doesn't change groups as often as he'd like. He mentioned a strategy used by colleagues where "every day, they change groups," and laid out his conflicting priorities as he considers this methodology in regards to his students:

That does not guarantee that the ELLs get partnered with someone higher up or [someone] that's reclassified. You may get all the ELLs in one group, and if you're working primarily on a lecture and they need to understand the English really well, that's not going to communicate well with them. So, there's some benefits with having them change every day because that way the roles are changing. They're not relying on one person all the time. But then there's a disadvantage because then you may have a group of all the IEPs together, and it maybe a struggle for them.

Kelly grappled with student learning in a different context, "My whole thing is that I see my role as preparing kids to be the best humans they can be," which sometimes means helping freshmen learn how to "do school." She recognized that students are often "struggling with different norms and values that what the school expresses... so I just teach them how to school and also how school is not necessarily at odds with who they are outside of school." But, attempting to balance the value she places on content knowledge with the value she places on building critical consciousness and confidence within students has been difficult and, "is still, at this point, not where I'd like it to be." Kelly's sentiments were echoed in 9 participants' responses. Teachers are aware of their own Whiteness or their position of privilege within the social hierarchy, but are not yet confident in how to discuss that with students and weave the life lessons about how to navigate and thrive in a system still fraught with implicit bias and discrimination into the content-specific curriculum mandated by school districts and state standards. This discussion of critical consciousness was the second internal factor to emerge from participant interviews.

Critical Consciousness.

Participants expressed varying levels of concern about the oppressive elements inherent in the education system, specifically, and society in general as they relate to their teaching. Critical consciousness is one of the three primary areas scholars analyze when discussing culturally relevant pedagogy (Ladson-Billings, 1995). Expressions of critical

consciousness can be overt and explicit or subtler, often coded language. When asked to define culturally relevant pedagogy, Dolly, a Hispanic third-year teacher who scored in the middle to low range on the CRTSE measure and high on the CRTOE measure reflected on how she pulls materials from authors and artists who share common backgrounds with her students, “Langston Hughes and Sandra Sisneros... they’re not what my students expect when they walk into my class. They think we’re gonna be reading what they consider the ‘White curriculum.’ I try not to do that.” This stems from her own ninth grade experience discovering Hispanic authors. “I think that could have helped me be more interested. That could’ve helped me come into my own as a writer to see other people that looked like me writing.” A barrier to this strategy Dolly identified is the question of how to implement this strategy in a diverse classroom.

I’ve got five students that look like the author, have a background like the author, and the others don’t. Okay, let’s work on empathy, or let’s work on why is this still relevant today? Trying to fill that want to still participant was difficult. I’m still working on it.

Kelly, who also scored in the middle to low range for CRTSE and high for CRTOE acknowledged her privilege and positionality when discussing what shaped her philosophies around CRP. “As a White woman who is middle class, my experiences are definitely more privileged in the education world. I see people that look like me reflected all the time. It doesn’t mean that is the right thing to be teaching.” She pointed out that, at her site, all of the teachers on her grade level team, the English Language Development (ELD) team, the ELD Coordinator, and the literacy coach were all White women. So, when asked if there was anyone she felt could support her in accessing and implementing culturally relevant pedagogy, she acknowledged that “it was a challenge for me to find a person on campus who I felt was a really good asset for how to do that.”

Linda, the only participant of the 15 who reported high levels of self-efficacy around culturally relevant pedagogy but low confidence in the outcomes of implementing CRP, addressed the need to teach students how to code-switch since “a lot of them have accents that people don’t want you to have. So, talking about [how] that’s okay, and talking about how you can switch your voice for your context. We do that. Their culture is important.” But Linda also understands her students’ circumstances and how education can ameliorate some of the inequalities they experience. “If you’re rich in this town, a lot of the time you’re not rich, that’s contextual too. And so, you’re not necessarily gonna get to travel the world.” Literature, she argued, is the way to “bring in those ideas and get them some exposure to something that’s other than their world view.”

Other participants’ critical consciousness manifested itself in moments when participants acknowledged their own whiteness. Clark posited how struggles to motivate and influence students might be due to his age “or the fact that I am White, but... I don’t know.” This explicit acknowledgement of Whiteness and the role it can play in the classroom was discussed by seven participants.

Of the seven participants who specifically addressed their own Whiteness and how it impacts decision-making, three participants scored high on the CRTSE confidence rating, three scored low, and one was in the median range. Maria, Leigh, and Linda, the teachers who expressed greater confidence in their CRP implementation, express their concern that their practices allow students the opportunity to make their own decisions about which parts of their culture they wish to share and incorporate into the classroom. Linda calls herself “super-Caucasian” and is conscientious about “tokenizing the kid” when discussing experiences that might connect to a student’s culture or background. “I

don't want [the student] to feel ostracized. I also want them to feel free to give their experience. It depends on the kid whether they'll speak up." Leigh, one of only two participants with high confidence levels on both the CRTSE and CRTOE scales, worries about how her positionality impacts her decision making and asks herself, "Am I going to be one of those White women whose best intentions are, in fact, horribly racist?" This does not, however, stop Leigh from engaging in conversations about social justice and inequities impacting students, "taking the necessary steps to acknowledge those -isms and teaching students how to both navigate the system we currently have and question the systems so we can begin dismantling them."

Clark, Diana, and Kelly, three teachers who reported low self-efficacy on the CRTSE scale, also discussed how their Whiteness and positionality impacts their daily experiences on campus. Clark muses that some students might not expect him to understand their culture because he is a White male, "and, if they're willing, I would love to sit down and chat with them about their culture so I am able to understand them more so they feel more comfortable to represent their culture in the classroom." Clark is open to discussing culture with students, whereas Diana, a fourth-year teacher, expresses concern that her attempts to initiate conversations around culture might come off as inauthentic. Diana identified a colleague who would be a resource for support with culturally relevant pedagogy, but admits she "wouldn't necessarily feel comfortable seeking her out. I don't think that has anything to do with her, it has everything to do with admitting a deficiency within myself. I should probably know how to help those students." Kelly, on the other hand, openly acknowledges her deficiency, stating, "I know my education has huge holes in understanding how much students from mixed backgrounds and mixed language levels

have to offer that just gets squelched by traditional school systems.” Her educational experiences have shaped her philosophies around CRP because she wishes she’s “learned more about people that were not like me or that were more like my classmates... that they were inherently valuable; and I want my students to feel that way, too.” All of these teachers are engaging with an essential process in their professional growth cycle, the act of thinking deeply and critically about the what and the why of their processes and philosophies. This self-reflection is the third internal factor impacting CRP development and implementation to immerse from participants’ interviews.

Self-Reflection.

The first five years of teaching consist of a steep learning curve for new educators. During this time, teachers spend a lot of time making mistakes and learning from those errors for future iterations. Twelve of the participants interviewed discussed ways they reflected on various struggles with student behavior and student learning. Participants who reported high levels of CRTSE often recounted how they consistently engaged in cycles of observation, reflection, and modification. Ellis, a third-year teacher reporting high levels of confidence in both CRTSE and CRTOE, described herself as “very quick to say, ‘this isn’t working,’ or, ‘I screwed this up. Let’s start over.’” In those moments, she realizes she has a problem but doesn’t “try to just B.S. my way through a class period because I already feel pressed for time... I don’t want to lose an entire class period trying to fake it. I would rather stop and check in with my kids.”

Leigh, another teacher with high CRTSE and CRTOE confidence ratings, recognized that her challenge is in how to be consistent and fair with her discipline. “I try really hard to give every kid a chance every day, but I know that once a kid has been

consistently disruptive, that kid gets called out more than others... I hear his or her voice over everyone else's." She said she is working on this, but has not figured out how to "choose my battles." Participants who scored low on the CRTSE scale spoke less frequently of their reflections and self-doubts, with two of the five lowest scorers never mentioning reflections of how their processes have changed over time nor expressing any fear or doubt about their practices. Of those in the low-scoring range, the concept of how to help students was a consistent topic of conversation. Diana recognized that she has "a lot to learn, really, in terms of what is going to help kids that are just different than me, that have different experiences than I do." She expressed feeling as though she has grown in this area, "but I think I have a lot to learn."

Minerva, a first-year teacher, spends a lot of time discussing ways she intends to improve her practices in year two. "For me, a real challenge last year and into this year is trying not to do that thing where you change everything and try everything new." Even though she recognized that everything is new because this was her first-year teaching. She said she spent the summer "planning and trying to figure out what works, what doesn't... you know, trying to figure out myself and my instruction." But the challenge she encountered is how to pivot in the moment without crippling herself with self-criticism:

Once I get to that classroom, sometimes I really have to just let the lesson flow the way it was, or to make a mistake and not thing, "Oh, I'm the worst, I'm the worst teacher in the world." And those mistakes would happen every lesson, every five minutes, whatever. And so, that's for me as a person, but especially as a teacher, that is the most stressful for me because it is accepting that you are not perfect, you're no longer in the classroom being the student. Now you're teaching and things are different being on the other side and it took me a long time to accept that because I am a perfectionist.

These three factors, ambivalence, critical consciousness, and self-reflection, are internal influencers, illustrating the struggle novice teachers experience within themselves based on their own experiences, understanding, values, and beliefs. These internal factors are formed and informed through interactions with outside forces that reinforce or invalidate previously held pedagogy and beliefs. The three main external factors repeatedly identified by participants are described in the next section.

External Factors.

Relationships.

Relationships are integral to any career, but teaching is an incredibly relationship-driven field. Participants discussed how relationships with colleagues and administrators impacted their decisions around implementation of culturally relevant pedagogy. Six participants indicated they have a colleague or mentor they feel comfortable approaching about questions regarding culturally relevant pedagogy, two said they could not think of anyone they could approach for culturally relevant pedagogy, and two participants, Diana and Leigh, said they knew of someone who would be a resource, but they were not comfortable asking that person. “I don’t know that I would necessarily feel comfortable seeking her out for that,” Diana mused, “I don’t think it has anything to do with her. I think that has everything to do with that’s admitting a deficiency in myself, that I should probably know how to help those students. I probably could do more.” When pressed, Diana admitted, “I don’t even know if I would know how to ask that question without coming off as... What’s the word? Insincere?”

Another way peer relationships impact participants’ levels of engagement with culturally relevant pedagogy is through either encouraging or discouraging novice teachers

to engage with curriculum materials and discussion topics that challenge dominant or mainstream values and perspectives. This discussion arose with all 8 English teachers. Five of the participants used the phrase “push-back” to refer to the phenomenon where someone, be it parents, administrators, or fellow teachers, questions the choices being made for the classroom and speaks out against materials, discussion topics, or other course content a teacher chooses to bring to their students. Of the participants with high CRTSE scores, Linda is the only teacher to refer to this phenomenon, though she doesn’t name it. She simply acknowledges that parents in her community are involved in their students’ lives and “they’ll let you know if they don’t think their kids should be reading certain things.” This comment was not accompanied by any expressions of fear or second-guessing, however, as was seen with other participant responses.

Of the participants whose CRTSE scores were on the lower end of the spectrum, Lisa, Minerva, and Kelly all indicated concern about the levels of support they would receive from parents, peers, and administrators as they attempt to bring more diverse authors and experiences into their classrooms. Minerva, a first-year teacher, discussed the differences between her upbringing and the community where she teaches. “Where I am teaching now, its extremely conservative. A lot of parent pushback for certain texts that involve drugs or violence, or adolescent experience in the whole sexual content.” In addition to parents, Minerva’s more experienced colleagues have warned her away from including texts outside of the traditional curriculum. “I recently spoke with one of my co-workers. She’s kind of like my... She’s a go-to if I need advice, if I need some feedback on a lesson, if I need to deep breathe, I go to her.” When Minerva asked this colleague about pairing more modern texts with *To Kill a Mockingbird*, “she told me I’m not sure if

it would be a good idea, at least just yet, because you're going to get parent push back. You know, she said there's a lot of sexual content in the novels and it's graphic." But Minerva struggled to understand how one text about racism, accused sexual assault, and murder can be more acceptable than another.

I think that pushback in my head makes me nervous because nobody wants parent pushback, but I still don't believe... In my head, I want to believe it's my classroom, you know, these are the texts students can choose from and they have the option, through parent permission, to read alternative texts. And, for lack of a better phrasing... It just sucks. I knew, going into education, I'd be faced with this and the community you teach in, especially where I teach is conservative, that these issues won't be welcome but I... Right now, I'm planning how to work around it.

Minerva later identified fear as a limiting factor in the decision-making process and outlined the facets of her internal dialogue on the topic. "Part of me as, I think, a teacher and a person is like, 'Am I scared?' Am I scared of what I want students to see? Because I'm not afraid to talk about it, but I'm afraid to bring it into a classroom where I can be criticized."

Lisa, a fourth-year teacher, also spoke to this level of hypervigilance around lesson design. "A lot of people, I don't think they wanna push work, like really work... Some things weren't going to work, and I realized that as I was going through it." She recounted how she had to modify her weekly current event assignment to reduce conflict within the classroom. "I had to take off where I got [the articles]. I had a kid, if it said CNN, he refused to read it because it was 'fake news'. I had to take every publication off an Article of the Week." Lisa also opened up about how she struggled with this balance.

You're gonna be really upset a lot of times and be like, "How am I gonna get through to them," because that's how I was most this year because they would push me back. When I talk about identity, I literally had a boy in the class be like, "No one has an identity, this is just all made up by politically correct people to make you think about your feelings." I'm not kidding.

That's real stuff. His dad came to school and was like, "Why are you teaching him to be politically correct?" I was like, "I'm not. I was just talking about identity."

Eventually, these interactions caused Lisa to limit herself in her implementation.

I was gonna do *A Thousand Splendid Suns*, but after *I Am Malala*, I don't know, I just felt a little beaten. Not completely. You're just like, "I don't wanna keep fighting, so I'm gonna do what's best and what's best for them." So, I just took that out.

Not all teachers who experienced pushback responded by backing off their intended course. Kelly, a third-year English Language Arts (ELA) and English Language Development (ELD) teacher, felt pushback from administrators and her ELD team.

Not necessarily pushback of, "Maybe you shouldn't do that specific thing you are doing," but I've found that there was kind of, just this idea that, like, "This is how we do it, this is how we've always done it and we don't wanna change this." Nobody really stood in my way, but also nobody did anything to modify their own practices.

Despite this pressure, Kelly persisted in designing and implementing her own lessons and working with her ELA grade-level team to create learning experiences they felt met the needs of the students. She would meet with the ELD team to compare student work and overall data and to share best practices, but Kelly kept getting the feeling the ELD teachers "were definitely not happy that I was rocking the boat." When she reflected on why this might be, Kelly identified age, race, and experience level as possible factors impacting other teachers' critical response to her ideas and curriculum.

I understand, as a teacher, that it was my first year in the district. They don't know anything about me. I'm another White woman who's coming in and trying to change things... It's probably because I'm a young teacher. Both of those women have been teaching 15 or 20 years. They've been doing this forever and they were very resistant to taking part. Often times, they were, not antagonistic, but they definitely challenged me. Which is

fine, I should be challenged. That's the whole point of teaching, making sure you can justify what you're doing.

Unlike Minerva and Lisa, Kelly did not express self-doubt in regards to the pushback she received, she only expressed frustration with the perceived lack of support and collaboration. The need for collaboration amongst and across grade levels and disciplines has been long identified as a critical element of teachers' job satisfaction (Glennie, Mason, & Edmunds, 2016; Johnson & Birkeland, 2003) and is linked to social persuasion, one of Bandura's (1997) key efficacy forming experiences. Social persuasion in the form of support and collaboration influences the quality of relationships formed with students both inside and outside the classroom, a critical component of authentic implementation of culturally relevant pedagogy.

In addition to relationships with the adults in a school system, all participants spoke about the importance of relationships with students. All fifteen participants discussed the impact those relationships have on all facets of the classroom, but specifically the ability to engage with and implement culturally relevant pedagogy. "Building that relationship's, like, step one," Marie explained. "If the student hates you, they're not going to work for you. Period." Leigh echoed this:

Relationships are integral to any type of success in a classroom. Some students are going to make sure it gets done no matter what, but those students are few and far between. And even those students will perform differently for a teacher they love and feel connected to versus a teacher they either loathe or are indifferent towards.

Stacy was "actually really proud" of the fact that "I have been able to build those relationships, where, you know, those kids will do almost anything for you." She reflected on how relationships, or the lack thereof, impact CRP. "When I was a first-year teacher, I had been told I needed to implement this culturally relevant pedagogy, but as a first-year

teacher, really, it was throwing some Spanish words into some lessons,” because she didn’t know the students. However, once she was able to build relationships with students and “students start sharing things with you, you start to know the students as individuals and what their culture is, then you can connect and incorporate things that are authentic to who those students are.”

Marie, a fourth-year teacher, took this desire to understand students and expanded it beyond culture and interests to ensure she also gave students multiple and diverse opportunities for expressing learning and understanding. She described “making sure your curriculum... kind of includes the experiences of all the students, compared to mirroring your own experiences.” She tried to make learning accessible by assessing in multiple ways to allow students opportunities to exhibit mastery through a variety of modalities in order to “get a 360 snapshot rather than if you test well... some... you just don’t test well.” So instead, Marie and her colleague have changed their assessment strategy. “We do the full gamut of things, and I think that’s been giving us a better picture. For example, of like what a scholar actually knows and can do versus what they can tell us on a test.” For example, students will take a test but also create a video or a visual model of a concept to show their understanding. An unexpected benefit of this strategy has been being able to “hear kids’ voices that I never get to hear, like the really quiet ones, the shy ones. But then you hear their voice, loud and clear, it’s like, ‘Oh my gosh! Look at that!’” This value on the importance of providing students with multiple modalities for expressing understanding is a prevalent feature in culturally relevant practice. The strengths-based approach Marie utilizes allows students to demonstrate proficiency in a format they are most comfortable using, allowing students to feel more successful in the classroom and

building more positive learning experiences. However, this methodology requires a significant amount of planning and facilitation, requiring novice teachers to weigh the benefits against the myriad other requirements placed upon them by administration, their departments, and their students as they negotiate how to prioritize their use of their most precious resource, time.

Time.

Time as a limited resource was a major factor named in interviews as impacting the engagement with and implementation of culturally relevant practices. Most participants discussed the fact that there is not enough time in the day for all of the responsibilities of teaching and how that pressure impacts navigation of and negotiation with culturally relevant practices within the classroom. Five participants discussed the time required to build and maintain relationships with parents and students. June, a first-year teacher, said if her kids “could just behave, I’d have so much more free time. Literally an hour of every day was spent doing write-ups and phone calls, and other discipline measures.” Kelly described similar experiences:

The way things are set up at [our district], there were a lot of both opportunities and responsibilities for contacting parents for various things. But, in order to move forward with the disciplinary chain, or in order to move forward with the counseling chain, or in order to move forward with the something else to get the kids the help that they needed, there had to be a certain number of phone calls home. And it was really hard, oftentimes, to connect with parents. And so, just taking the time to really try and keep parents updated on how their kids are doing and what their kids need, and what we’re seeing, both positive and negative, really took a lot of time.

Ellis reiterated, “It can be really exhausting to be a teacher, to find out some of the struggles that students are going through and not being able to have enough time to help support them. Everything comes down to time.” Diana reflected on how her understanding

of her students changed when she moved into a position on campus that had her supporting students and her shift moved away from her core content area:

I started to know more of the behind the scenes of what was going on with the kids, and I think it made me more sensitive to what they needed. When you don't have time like that and you just have the kids for an hour sitting in your classroom and then you send them on their way, sometimes, I think you just forget or you don't have time or you don't think about it. You're just like, "Oh, content, go!" Versus really digging deep because there's just not enough time for that in the day.

The question of how to strike the balance between the myriad responsibilities pushing and pulling on a new teacher and, quite simply, how to spend their time, is a struggle identified frequently in studies of new teachers. Which responsibilities are prioritized and which get dropped to the bottom of the to-do list is often influenced by the school administration and school culture.

School Culture.

In addition to relationships, the climate and culture of a school play a large part in how novice teachers respond to the challenges of day-to-day life in a classroom. All 15 of the interviews included discussions about how the school culture either supports or hinders thinking about and executing culturally relevant pedagogy. 10 teachers spoke about ways their colleagues influenced the school culture, with five speaking positively about peer support and five speaking negatively.

Clark, Stacy, Leigh, Marie, and Diana all spoke about how peer support and peer relationships positively impact their ability to meet students' needs within the classroom. Marie described her faculty as "harmonious," and Stacy and Marie both easily named colleagues on campus they regularly contact for help with culturally relevant strategies.

On the other hand, Kelly and Ellis both remarked about how their more experienced peers showed little to no interest in innovating or modifying the curriculum and practices within their departments. Ellis identified this as one of the most difficult parts of her job.

I have a decent chunk of faculty that refuse to do anything different than what they've done for the past 20 years. It's a lot of struggling to try to change things to help support students when they just want to keep doing what they've been doing.

Kelly acknowledged similar frustrations and admitted she “started kind of doing the [thing where you] nod your head and say yes and then go do what you're going to do anyway instead of trying to work with the people.” Minerva, Linda, and June all discussed feeling discouraged, criticized, or isolated in their attempts to implement more diverse curricular content. Minerva spoke at length about receiving warnings from more experienced colleagues and mentors, generating a fear of pushback, even though she, herself, never has “had a parent call or get angry with me.” When questioned about this, Minerva speculated, “If I could try to reason why my co-worker would have said that is to try to prevent that from happening. Which I understand.”

Linda said she feels challenged by her team when she tries to respond to the fact that “students are motivated by more recent literature.” “There is a stigma around not teaching them classic, like canon literature.” There is also the threat of appearing political. She discussed wanting to structure her class in a way that engages students and builds empathy for other people's experiences, “but when you bring in any voice, ethnic, different voices, that can be perceived as being left leaning, and so, I mean, that's a barrier.”

This culture within Linda's school goes beyond her colleagues to the administrative level. “My assistant principal said that he wants me to be super careful about showing my

politics in class,” which she did not believe she had actually done at that point, but which was a worrisome admonition. “I wasn’t crazy about it. It felt like a warning. I didn’t feel like it was super protective. We’ll see,” she said, “We’ll see.”

Minerva worried about how her decisions reflect on the district. As she weighed whether or not “it’s worth taking a risk,” she admitted, “the school being punished for my decision, that’s a heavy burden to bear.” The pushback from the district “feels like a great limit on my job. And then I have to ask myself, ‘am I going to risk that?’ I don’t think I’d be fired for what I want to read in class, but who knows?”

Lisa and Kelly identified feeling powerless over the decision-making process within their respective schools, which they say impacts how much they can help students. Lisa “definitely learned, especially at districts like this, a few people make the decisions, and if you’re not one of them, it just doesn’t matter.” These decision-makers are the department chairs and coaches who are charged with supporting new teachers through their transition years “but they’re not coaching you, they’re telling you. You don’t have a voice, you have a duty.” Kelly, a first-year teacher, also spoke about being shut out of the decision-making process.

[Administrators] didn’t know that I put two-hundred extra hours of work into this activity because you never walk into my classroom, but tell me how I should be running things. And why these systems you’re telling me need to be put into place even though they are brand new and have never been tested. But you know they’ll work better than the things I’ve been doing that I had to implement because you left me stranded.

Administrators are an integral factor of campus culture. Six participants discussed how their administrators and districts contribute to a strong, supportive educational environment. Dolly appreciated having an administration “where you can go to them and say ‘This is an issue for me,’ and they’re all in helping.” Marie identified her principal of

three years as a mentor for culturally relevant pedagogy and a social justice inspiration. Clark chose to stay at his school site because the community, which he identifies as teachers, administrators, and counselors, are all continuously “trying to change and improve” because “that’s the point of education. You should be adapting and changing every day.” Like Clark, many participants identified school climate, with administrative support being a critical element of that climate, as a key factor considered when weighing the decision to stay or leave a specific school site.

Finally, this study sought to ascertain what relationship, if any, exists between a novice teacher’s levels of culturally relevant teaching self-efficacy and their decision to persist in the field of education in general and at their school site, specifically. Across all 15 interviews, each participant indicated an interest in persisting with teaching, though four participants admitted they are either leaving their current site or would like to teach at a different school site. Of the factors named, the most frequently discussed were personal factors like commute and familial considerations (6 respondents), having a strong, positive team to collaborate with and learn from (7 respondents), and the level of support and autonomy provided by a positive relationship with the administrative team (9 respondents). Four participants explicitly named students in their considerations for which sites they would choose. June, a first-year teacher with mid-level CRTSE and CRTOE said she would prefer “a school where students actually want to go, not a school where they get stuck. I’ve worked at a couple of those schools and it doesn’t mean the children are bad. They’re just a lot harder to work with.”

Ferdinand, a second-year teacher with mid-level CRTSE and high CRTOE confidence ratings, also acknowledges the difficulty of working with certain groups of

students, but in terms of wanting to hone his craft “before I eventually want to go back and help kids who really need help the most.” Ferdinand elaborates on the student question in further detail:

What type of students do you want to work with? Everyone has their niche. I have friends who went to the same grad school, and they want to teach kids who go to private school who have good backgrounds because they just want to be able to teach their topics and focus on their content and not have to deal with behaviors. There’s people who want to teach kids from difficult backgrounds because that’s the people they think that they should really serve. For me, I’m probably somewhere in between right now because my first school that I taught at, the students were from real difficult backgrounds, and I don’t know if I was really prepared for that.

Ferdinand addresses this mindset researchers dubbed “teaching plus,” where teachers consider “dealing with the behaviors” to be an additional responsibility of teaching, rather than an integral part of the everyday expectations. Diana, on the other hand, acknowledges that students “impact so much of your day, but you get different students every year so having consistency in the staff and feeling well established with them, I think probably has a bigger impact.” She goes on to explain, “I can learn new tools to teach students. The staff, in teaching generally, is the staff for a long time. That makes a bigger difference” in her decision to persist within a specific school site.

Leigh, a fourth-year teacher with high confidence in both the CRTSE and CRTOE ranges, identifies herself as preferring to work “at a site where I can really focus on marginalized groups, try to bring quality education to typically underserved groups,” but she doesn’t expand on which groups she identifies as underserved or how she determines this. Overall, the responses indicate that, while most novice teachers don’t explicitly name self-efficacy or culturally relevant pedagogy as critical factors in their persistence decisions, key external factors impacting CRTSE like relationships and school culture are

the top two most important factors when teachers are deciding whether to persist at their school sites.

CHAPTER FIVE: DISCUSSION

Introduction

This explanatory sequential mixed methods study sought to understand how novice teachers engage with culturally relevant pedagogy (CRP) and whether or not their level of self-efficacy in CRP impacts their overall sense of self-efficacy as a teacher and their decisions around persisting at a site and within education. In order to best explore these topics, the following research questions were posed:

1. What are the characteristics of novice teachers across the confidence range of culturally relevant self-efficacy? What are the characteristics of novice teachers across the confidence range of culturally relevant teaching outcomes? Is there a correlation between a novice teacher's confidence in their self-efficacy around culturally relevant pedagogy and their confidence in the outcomes for culturally relevant pedagogy?

2. How do novice teachers engage with and implement culturally relevant pedagogy within their classroom? What factor(s) mediate novice teachers' culturally relevant pedagogical practices in the classroom and their sense of self-efficacy with respect to implementing culturally relevant pedagogy in the classroom?

3. How does novice teachers' self-efficacy regarding culturally relevant practices inform their general teaching efficacy and persistence in the teaching profession?

In order to investigate these issues, 89 novice teachers from Southern California completed a survey rating their confidence in culturally relevant practices. Overall scores on the two scale measures, CRTSE and CRTOE, were compared across demographic

variables and analyzed for patterns. From those 89 participants, 15 teachers reporting various confidence levels were interviewed to gain a deeper understanding of the factors impacting novice teacher self-efficacy regarding CRP and how self-efficacy in CRP informs the decision to persist in or gravitate away from education. Interviews were open-coded and then cross-case analysis was used to triangulate themes.

Discussion of Findings

Comparative analysis of mean CRTSE and CRTOE scores across the various demographic variables showed little variance between age groups, sex, or years of teaching. When comparing mean scores on the CRTSE portion of the survey, the greatest differences could be found between the 26-35 age group and the 36-45 age group: 292.75 points. The second greatest difference, 266.15 points, occurred between White and non-White respondents. All other demographic variables produced a difference of 105 points or fewer in their mean scores for culturally relevant teaching self-efficacy factors.

While further investigation is required to delve more deeply into these differences, it seems older teachers and teachers of color are inclined to greater confidence levels with regards to implementation of culturally relevant pedagogy. The difference could be due, in part, to teachers' life experiences. Both participants who came to teaching profession later in life scored in the high confidence range for both CRTSE and CRTOE. Leigh posits that her philosophies around CRP were shaped by her years of travel after college where she was "completely alone in a foreign country where I don't speak the language... that helpless feeling forced me to inspect some of my preconceived ideas about people and places." Of the 11 participants age 26-35, only two, Ferdinand and Linda, mentioned travel and working abroad as a contributing factor in their development of CRP. These two

participants scored in the mid-high or high confidence range in regards to CRP self-efficacy. The other teachers in their age group, one of whom scored in the middle confidence range for CRTSE and the rest of whom scored in the low confidence range, attributed their growth to leaving home for college or their teacher training programs. This suggests that exposure to other cultures and experiences, whether that is as a member of a non-dominant community within the United States or as a foreigner submersing oneself in another culture, builds a capacity for culturally relevant practices that fosters self-efficacy when brought back to the classroom. While administrators and hiring staff can bear this consideration in mind when recruiting new teachers, the question still remains as to how schools and districts can best support teachers' development of culturally relevant practices no matter their background and experience level.

When examining specific beliefs on the CRTSE measure, novice teachers' culturally responsive teaching self-efficacy was highest for items relating to interpersonal interactions with students such as "develop a personal relationship with my students" ($M = 91.23$, $SD = 10.21$) and "build a sense of trust in my students" ($M = 89.62$, $SD = 10.90$), while their self-efficacy levels were lowest for factors specific to culture and curriculum like "teach students about their culture's contributions to science" ($M = 51.67$, $SD = 29.39$) and "design a lesson that shows how other cultural groups have made use of mathematics" ($M = 52.30$, $SD = 31.58$). Low scores in these areas could be due, in part, to the fact that participants do not consider themselves highly qualified to teach within the disciplines of math and science in general, as high school teachers focus on one subject area, whereas many previous studies focused on elementary-level teachers who teach a multi-disciplinary curriculum and are more likely to have higher confidence levels with math and science.

The next lowest self-efficacy levels found were in regards to teachers' ability to "implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture" ($M = 60.68$, $SD = 21.69$), and "design a classroom environment using displays that reflects a variety of cultures" ($M = 60.08$, $SD = 27.14$). These scores indicate teachers have lower confidence levels around tasks requiring them to explicitly acknowledge and understand students' cultures and home languages and fold that understanding into their practice. This aligns with the interview data which shows that novice teachers who have strong relationships with mentors or peers tend to have stronger confidence in their CRTSE. Teachers need a network of colleagues they feel are both adept at culturally relevant practices and are approachable to ask difficult questions as they struggle through the cycles of ambivalence, practice, and self-reflection.

Scores on the CRTOE scale were much closer across all demographic variables except one. Teachers in their first year of teaching reported lower confidence in the outcomes of culturally relevant practices than their second-year counterparts by a margin of 306.62 points. This was the highest difference across any of the demographic categories. The second largest difference in CRTOE was between male and female teachers, reporting a difference in confidence of 171.63 points. All other groups reported differences of less than 100 points in CRTOE scale measures. Novice teachers exhibited the greatest confidence in the ideas that: "providing English Language Learners with visual aids will enhance their understanding of assignments" ($M = 93.02$, $SD = 12.94$), and "a positive teacher-student relationship can be established by building a sense of trust in my students" ($M = 93.55$, $SD = 9.15$). The lowest confidence scores revolved around concepts related to parents and students' home lives: "changing the structure of the classroom so that it is

compatible with my students' home culture will increase their motivation to come to class" ($M = 71.64$, $SD = 22.09$), "conveying the message that parents are an important part of the classroom will increase parent participation" ($M = 77.67$, $SD = 20.15$), and "acknowledging the ways that the school culture is different from my students' home culture will minimize the likelihood of discipline problems" ($M = 77.70$, $SD = 18.38$). This finding, coupled with the CRTSE portion of the survey indicating a lower degree of confidence when it comes to expressly understanding students' home lives and individual cultures creates an area of further study to investigate relationships between the various dispositions regarding student's families and cultures and how those mindsets are formed and influenced.

The variance amongst CRTSE scores between marginalized racial groups and their White colleagues aligns with the existing research finding teachers of color more likely to be comfortable with CRP, but those same variances were not mirrored in the CRTOE scale. Novice teachers hold similar beliefs about the potential impact of culturally relevant pedagogy in the classroom, White teachers just are not as confident about their ability to implement these practices. This lack of confidence came up in multiple interviews and participants elaborated more on the reasoning behind this phenomenon.

Subsequent interviews of 15 participants offered deeper insights into the daily experiences that drive the decision-making process novice teachers utilize as they prioritize their pedagogy and engage with students, colleagues, and curricula in a meaningful way. Questions were asked to ascertain when and how novice teachers think about and reflect upon culturally relevant practices. The findings from these interviews can be categorized

into two main categories which have been classified as internal and external factors impacting engagement with culturally relevant pedagogy.

Internal Factors

Three prominent themes that emerged from participant interviews are constructs novice teachers engage with within themselves, thereby qualifying these themes as internal to individual teachers. These factors include ambivalence, critical consciousness, and self-reflection, and encapsulate the level of thought and care that goes into the iterations of a novice teacher's development of philosophies and practices. The novice teachers interviewed consistently verbalized the inner dialogue they experience as they decide everyday issues like which behaviors to address within the classroom, which content to include in the curriculum and which to leave out, and which strategies will best support learning. They spoke candidly about their awareness, or lack of awareness, of their positionality within the classroom, of the ways they want to educate students to navigate the educational systems and structures in place to find success, reflecting on how these institutional structures are replicated and deconstructed within their classrooms, schools, and districts. Finally, participants indicated they are constantly revisiting their decisions and reevaluating their positions and practices. All of these internal processes indicate novice teachers are consistently engaged in a cycle that mirrors Tschannen-Moran, Woolfolk, and Hoy's (1998) self-efficacy formation model while, whether wittingly or unknowingly, developing their own culturally relevant pedagogy, implying the first five years in a teacher's career are a critical time for supporting positive development opportunities to build a teacher's self confidence in his ability to infuse CRP into every element of his teaching. However, while many of the processes are internal to the teacher,

the support must come from outside the individual in the form of external factors like relationships, time, and a positive school culture.

External Factors

The internal considerations novice teachers navigate as they are creating, shaping, and reshaping their culturally relevant pedagogy are often buffeted by many other influences they encounter in the day-to-day process of teaching students in a school environment. The external factors consistently raised as mitigating participants' confidence levels around CRP are relationships, time, and school culture. Relationships reflect Bandura's (1997) efficacy indicator around physiological and emotional states. If teachers have strong personal relationships with students and look forward to the positive interactions that will occur within the classroom as a result of those healthy relationships, they want to get to know their students more. When novice teachers see that connecting with a student impacts classroom behavior and students' academic performance, they are more likely to repeat those efforts. Additionally, relationships with administrators and peers directly reflect the impact of social persuasion, Bandura's fourth efficacy expectation. Every single novice teacher discussed the impact colleagues and administrators have on their decision-making processes around CRP. Teachers whose support networks encouraged collaborative and innovative culturally relevant practices, who were available to advise and encourage, reported overall higher levels of both CRTSE and CRTOE. Similarly, participants whose support networks either failed to discuss or actively discouraged implementing CRP within the classroom expressed lower levels of CRTSE, with many exhibiting frustration and confusion about whether planning for and implementing CRP was the best use of their time.

Time is the second external factor novice teachers identified as a limiter to CRP implementation. Participants are overwhelmed by the sheer number of non-teaching tasks expected of them, reflecting on this struggle to find balance between all of the responsibilities and to create a prioritization strategy. Additionally, as teachers build relationships with students and develop an understanding of the whole child and her needs, participants revealed themselves to be at a loss for how to meet the myriad needs many students have for physical and socio-emotional support on top of the academic support preservice programs train teachers for. How teachers prioritize their use of time is often heavily decided by school culture.

The specific school site where novice teachers spend their first five years has a powerful impact on that teacher's development of philosophies and practices. The administrators, mentors, and colleagues with whom a novice teacher engages are a significant portion of the lens through which the novice teacher examines new ideas and reflects on successes and failures. Teachers who expressed lower confidence ratings for culturally relevant self-efficacy also identified feeling frustrated with or confused by the negative feedback or the lack of support within the school culture. These teachers discussed being warned about sharing their political leanings or advised to avoid upsetting parents. The phrase "push-back" arose throughout these participants' interviews to name the phenomenon where parents, colleagues, or administrators question the teacher's curriculum, materials, or topics of lessons. Conversely, participants exhibiting high levels of CRTSE typically discussed feeling supported in their endeavors to implement culturally relevant practices within their classrooms, identifying at least one support person on campus to whom they could bring questions and ideas and with whom they could problem

solve and debrief experiences. This support network, which Bandura (1997) called *social persuasion* and Tschannen-Moran, Woolfolk, and Hoy (1998) called *verbal persuasion*, has been repeatedly identified by researchers as one of the four key factors in development of teacher self-efficacy. Therefore, it is a logical extension to acknowledge the impact school culture has on CRTSE formation and development.

When examined collectively alongside Tschannen-Moran, Woolfolk, and Hoy's (1998) Framework for Teacher Self-Efficacy Formation, these six key factors tie in with the sources of input re. efficacy and the cognitive processing teachers utilize to analyze various teaching tasks and assess their own competence around the implementation of culturally relevant practices (*Figure 2*).

Persistence

When this study began, the researcher sought to better understand whether or not culturally relevant teacher self-efficacy levels play a role in a novice teacher's decision to persist at a particular school site or within education altogether. Throughout the course of the interviews, participants identified a number of factors that impact their decisions around persistence at a particular school site, but the predominant theme that emerged from these discussions was the idea that novice teachers' positions are so tenuous that they do not feel they have a lot of choice in where they teach. While culturally relevant pedagogy was not a factor named specifically, participants did name relationships and school culture as important to their satisfaction with a school site.

Implications for Novice Teacher Development

Findings from this research have significant potential to impact novice teacher development to intentionally integrate structures that support growth and development in

culturally relevant practices. CRTOE confidence levels were highest during teachers' second year teaching, while their CRTSE confidence levels fluctuate within the same 150 point range from year-to-year with no discernable pattern. Novice teachers in their second year of teaching have spent two years in the trenches putting their pedagogy into practice and have reaffirmed their belief that these culturally relevant practices work. However, without the other self-efficacy forming experiences to build on and complete the cycle, teachers eventually lose faith or lose interest in taking risks with these practices and their outcome expectancy levels begin to flag in subsequent years.

Implications for Educational Leadership

Novice teachers are often in incredibly tenuous positions as the untenured newcomers to a school faculty. The fear of making mistakes that could potentially cost them their jobs requires a sense of caution derived from self-preservation, which stands in direct opposition to the vulnerability required for many novice teachers to step out of their comfort zones and engage in the reflective, self-critical work of building culturally relevant philosophies and practices. Teachers who engage in culturally relevant pedagogy want to create significant, transformational educational experiences for their students (Ladson-Billings, 2014). For many teachers, especially the young, White women still making up the majority of the teaching workforce, this work requires delving into the ways the current education system has propped up their own mainstream, middle-class norms, often at the expense of the success of others. This work is undeniably necessary, but education leaders cannot forget that it is also difficult and new teachers need an enormous amount of support and a sense of safety if they are going to vigorously engage in this process.

The majority of the training for culturally relevant pedagogy currently happens in the academic setting during teacher education or preservice training programs. This study found that the theoretical concepts of culturally relevant pedagogy often get lost in the melee of figuring out how to survive the first few years of teaching. Novice teachers need to be explicitly retaught culturally relevant pedagogy in their induction programs or through some other new teacher support provided by their district or school site. These programs can provide on-site mentors selected by administrators for their skill in CRP to support teachers and serve as a guide and resource. By providing time and space for collaborations, observations, and reflection, administrators are scaffolding in positive opportunities for vicarious experiences and social persuasion, the two efficacy forming experiences that are influenceable by others. In addition to reshaping induction programs to best support novice teachers' CRP development, this study shows that education leaders need to be intentional about when they approach novice teachers to enroll in these programs.

Districts and site administrators need to be offering novice teacher induction during the third and fourth years of teaching (rather than first and second) to best take advantage of this bump in CRTSE and CRTOE that is seen during these years. Programs that offer administrative and peer support on-site to best help teachers navigate the mitigating internal and external factors impacting culturally relevant pedagogy will create opportunities for teachers to collaborate, observe, and debrief around culturally relevant practices. This format provides explicit instruction of strategies and explicit conversations to support teachers through the iterative cycles of self-efficacy formation that will build the socially conscious force of educators our changing country needs.

Implications for Social Justice

Education is a key lever in ending the cycle of poverty (Mihai, Titan, & Minea, 2015). Additionally, educational research has repeatedly found that teacher quality, often quantified through years of experience, student achievement scores, and higher education or professional certifications (Haberman, Gillette, & Hill, 1995, Haycock, 1998), has the highest value-added benefit for student achievement and student improvement year over year (Adnot, Dee, Katz & Wyckoff, 2017; Darling-Hammond, 2003; Marzano, 2003). Every student deserves a confident, experienced, highly trained guide to help them along their educational journey. However, America is experiencing a teacher shortage. While novice teacher turnover is a nationwide problem, the statistics are far more distressing for schools in with a high concentration of low-income students and traditionally underserved racial/ ethnic groups (Ingersoll, 2001).

Findings from this study and subsequent research in this field can shape teacher induction and mentorship programs into development tools to build the cultural understanding and praxis that teachers need. These teachers, in turn, can establish classroom learning spaces that foster broader cultural understanding within and across racial and ethnic groups and build strengths-based educational opportunities where students are the drivers of their own knowledge building. In these classrooms, where students see their value and their role, marginalized voices can be raised, systemic norms that have previously been accepted and perpetuated can be questioned and dismantled, and success can breed further success.

Implications for Future Research

This study examined the characteristics of novice teachers across the confidence ranges of culturally relevant self-efficacy and outcome expectancy. It sought to ascertain whether or not there are correlations between CRTSE and CRTOE and to understand how novice teachers engage with culturally relevant pedagogy within their classrooms.

Additionally, this study investigated what factors mediate novice teachers' development of and engagement with culturally relevant practices and whether or not any of these factors impact teacher persistence in education.

Future research is needed to explore some of the findings from this data more deeply. The internal and external factors that emerged from the interviews to describe how participants engage with and navigate culturally relevant pedagogy aligned with three of the four efficacy forming experiences Bandura (1997) finds to be integral to the self-efficacy model. The only construct not discussed by participants was vicarious experiences, or being able to observe other individuals engaged successfully in the behavior the individual is trying to develop to build confidence and prepare the teacher to try the behavior themselves. It would be interesting to delve into how vicarious experiences with CRP are currently being offered to novice teachers and whether or not those opportunities impact CRTSE and CRTOE levels.

Additionally, further research is needed to determine whether a systematic approach to developing culturally relevant pedagogy with on-site mentors would impact a novice teacher's openness to taking risks and engaging with CRP. The research indicates that novice teachers who feel they have a trusted colleague with whom they can reflect and collaborate report higher levels of self-efficacy regarding culturally relevant pedagogy.

More focused study needs to be done to determine whether this connection can be isolated and confirmed as it would be provide opportunities for powerful change to the process by which transformative education philosophies are formed and fostered.

Appendix A

Proposed Survey Protocol (Adapted from Siwatu, 2007)

Professional and Demographic Background Information Questionnaire

- (1) Please indicate your gender:
- (2) Please give your age as of September 1, 2017:
- (3) Please indicate your racial background (check all that apply)
 - (a) American Indian or Alaskan Native
 - (b) Asian or Pacific Islander
 - (c) Black
 - (d) Hispanic
 - (e) White, Non-Hispanic
 - (f) Other: _____
- (4) Please select your school from the list below:
 - (a) Bonita Vista High School
 - (b) Bonita Vista Middle School
 - (c) Castle Park High School
 - (d) Castle Park Middle School
 - (e) Chula Vista High School
 - (f) Chula Vista Middle School
 - (g) Eastlake High School
 - (h) Eastlake Middle School
 - (i) Granger Junior High School
 - (j) Hilltop High School
 - (k) Hilltop Middle School
 - (l) Mar Vista High School
 - (m) Mar Vista Academy
 - (n) Montgomery High School
 - (o) Montgomery Middle School
 - (p) National City Middle School
 - (q) Olympian High School
 - (r) Olympian Middle School
 - (s) Otay Ranch High School
 - (t) Palomar High School
 - (u) Rancho del Rey Middle School
 - (v) San Ysidro High School
 - (w) Southwest High School
 - (x) Southwest Middle School
 - (y) Sweetwater High School
 - (z) Other (please specify) _____
- (5) Counting the 2017-2018 school year, how many years of full-time classroom experience do you possess?
 - (a) 1 year
 - (b) 2 years
 - (c) 3 years
 - (d) 4 years

- (e) 5 years
- (5) What grade level do you currently teach (check all that apply)?
 - (a) 6th
 - (b) 7th
 - (c) 8th
 - (d) 9th
 - (e) 10th
 - (f) 11th
 - (g) 12th
- (7) Counting the 2017-2018 school year, how many years have you been teaching this grade level?
 - (a) 1 year
 - (b) 2 years
 - (c) 3 years
 - (d) 4 years
 - (e) 5 years

Culturally Responsive Teaching Self-Efficacy Scale

INSTRUCTIONS: Please complete the following scale by rating your confidence in your ability to engage in the specific culturally responsive practices on a scale of 0 (no confidence at all) to 100 (completely confident).

- (1) Adapt instruction to meet the needs of my students
- (2) Obtain information about my students' academic strengths
- (3) Determine whether my students like to work alone or in a group
- (4) Determine whether my students feel comfortable competing with other students
- (5) Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture
- (6) Implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture
- (7) Assess student learning using various types of assessments
- (8) Obtain information about my students' home life
- (9) Build a sense of trust in my students
- (10) Establish positive home-school relations
- (11) Use a variety of teaching methods
- (12) Develop a community of learners when my class consists of students from diverse backgrounds
- (13) Use my students' cultural background to help make learning meaningful
- (14) Use my students' prior knowledge to help them make sense of new information
- (15) Identify ways how students communicate at home may differ from the school norms
- (16) Obtain information about my students' cultural background
- (17) Teach students about their cultures' contributions to science
- (18) Greet English Language Learners with a phrase in their native language
- (19) Design a classroom environment using displays that reflects a variety of cultures
- (20) Develop a personal relationship with my students
- (21) Obtain information about my students' academic weaknesses

- (22) Praise English Language Learners for their accomplishments using a phrase in their native language
- (23) Identify ways that standardized tests may be biased towards linguistically diverse students
- (24) Communicate with parents regarding their child's educational progress
- (25) Structure parent-teacher conferences so that the meeting is not intimidating for parents
- (26) Help students to develop positive relationships with their classmates
- (27) Revise instructional material to include a better representation of cultural groups
- (28) Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes
- (29) Design a lesson that shows how other cultural groups have made use of mathematics
- (30) Model classroom tasks to enhance English Language Learners' understanding
- (31) Communicate with the parents of English Language Learners regarding their child's achievement
- (32) Help students feel like important members of the classroom
- (33) Identify ways that standardized tests may be biased towards culturally diverse students
- (34) Use a learning preference inventory to gather data about how my students like to learn
- (35) Use examples that are familiar to students from diverse cultural backgrounds
- (36) Explain new concepts using examples that are taken from my students' everyday lives
- (37) Obtain information regarding my students' academic interests
- (38) Use the interests of my students to make learning meaningful for them
- (39) Implement cooperative learning activities for those students who like to work in groups
- (40) Design instruction that matches my students' developmental needs

Culturally Responsive Teaching Outcome Expectancy Scale

INSTRUCTIONS: Please rate the probability that each behavior outlined below will lead to the specified outcome by indicating a probability of success from 0 (entirely uncertain) to 100 (entirely certain).

- (1) A positive teacher-student relationship can be established by building a sense of trust in my students.
- (2) Incorporating a variety of teaching methods will help my students to be successful.
- (3) Students will be successful when instruction is adapted to meet their needs.
- (4) Developing a community of learners when my class consists of students from diverse cultural backgrounds will promote positive interactions between students.
- (5) Acknowledging the ways that the school culture is different from my students' home culture will minimize the likelihood of discipline problems.
- (6) Understanding the communication preferences of my students will decrease the likelihood of student-teacher communication problems.
- (7) Connecting my students' prior knowledge with new incoming information will lead to deeper learning.
- (8) Matching instruction to the students' learning preferences will enhance their learning.
- (9) Revising instructional material to include a better representation of the students' cultural group will foster positive self-images.

- (10) Providing English Language Learners with visual aids will enhance their understanding of assignments.
- (11) Students will develop an appreciation for their culture when they are taught about the contributions their culture has made over time.
- (12) Conveying the message that parents are an important part of the classroom will increase parent participation.
- (13) The likelihood of student-teacher misunderstandings decreases when my students' cultural background is understood.
- (14) Changing the structure of the classroom so that it is compatible with my students' home culture will increase their motivation to come to class.
- (15) Establishing positive home-school relations will increase parental involvement.
- (16) Student attendance will increase when a personal relationship between the teacher and students has been developed.
- (17) Assessing student learning using a variety of assessment procedures will provide a better picture of what they have learned.
- (18) Using my students' interests when designing instruction will increase their motivation to learn.
- (19) Simplifying the language used during the presentation will enhance English Language Learners' comprehension of the lesson.
- (20) The frequency that students' abilities are misdiagnosed will decrease when their standardized test scores are interpreted with caution.
- (21) Encouraging students to use their native language will help to maintain students' cultural identity.
- (22) Students' self-esteem can be enhanced when their cultural background is valued by the teacher.
- (23) Helping students from diverse cultural backgrounds succeed in school will increase their confidence in their academic ability.
- (24) Students' academic achievement will increase when they are provided with unbiased access to the necessary learning resources.
- (25) Using culturally familiar examples will make learning new concepts easier.
- (26) When students see themselves in the pictures that are displayed in the classroom, they develop a positive self-identity.

Teacher Persistence Scale

INSTRUCTIONS: Please indicate to what degree you agree with the following statements:

- (1) Given my current knowledge and experience, I would still choose education as my field of occupation.
 - (a) Strongly Agree
 - (b) Agree
 - (c) Somewhat agree
 - (d) Disagree
 - (e) Strongly Disagree
- (2) Given my current knowledge and experience, I would still choose my current school site as my workplace.
 - (a) Strongly Agree

- (b) Agree
 - (c) Somewhat agree
 - (d) Disagree
 - (e) Strongly Disagree
- (3) Given my current knowledge and experience, I would still choose my current grade level as my teaching assignment.
- (a) Strongly Agree
 - (b) Agree
 - (c) Somewhat agree
 - (d) Disagree
 - (e) Strongly Disagree
- (4) I intend to return to my school site for the 2018-2019 school year.
- (a) Strongly Agree
 - (b) Agree
 - (c) Somewhat agree
 - (d) Disagree
 - (e) Strongly Disagree
- (5) I intend to seek employment at another school within my district for the 2018-2019 school year.
- (a) Strongly Agree
 - (b) Agree
 - (c) Somewhat agree
 - (d) Disagree
 - (e) Strongly Disagree
- (6) I intend to seek employment in another district for the 2018-2019 school year.
- (a) Strongly Agree
 - (b) Agree
 - (c) Somewhat agree
 - (d) Disagree
 - (e) Strongly Disagree
- (7) I intend to seek employment in education, but in a role other than classroom teacher for the 2018-2019 school year.
- (a) Strongly Agree
 - (b) Agree
 - (c) Somewhat agree
 - (d) Disagree
 - (e) Strongly Disagree
- (8) I intend to seek employment in a field other than education after the 2017-2018 school year.
- (a) Strongly Agree
 - (b) Agree
 - (c) Somewhat agree
 - (d) Disagree
 - (e) Strongly Disagree
- (9) I intend to return to school or engage in a pursuit that prevents me from working after the 2017-2018 school year.

- (a) Strongly Agree
- (b) Agree
- (c) Somewhat agree
- (d) Disagree
- (e) Strongly Disagree

Follow-Up Interview Questionnaire

(1) Would you be willing to participate in a follow-up interview about your experience and perspectives on culturally relevant pedagogy?

(a) Yes

(i) Please enter your e-mail address and phone number below:

(1) E-mail:

(2) Phone Number:

(b) No

Appendix B

Questions for Semi-Structured Interview

Teacher Background Questions

- (1) Tell me about where you grew up.
- (2) Have you lived anywhere else?
- (3) How did you get into teaching?

CRP Engagement Questions

- (1) How is the community where your students live similar to where you grew up?
 - (4a) How is the community where your student live different from where you grew up?
- (2) Tell me about your school and your students.
 - (5a) What are your most time-consuming responsibilities as a teacher?
 - (5b) If you were to rank these in order of priority, how would they be ordered?
 - (5c) If you were to rank these in order of difficulty, how would they be ordered?
 - (5d) If you were to rank these by the amount of stress they cause, how would they be ordered?
- (3) How would you define culturally relevant pedagogy?
- (4) How do you think your life experiences have contributed to your philosophies around culturally relevant pedagogy?
- (5) Describe the kinds of culturally relevant practices, strategies, or methods you currently employ in your classroom.

CRP Implementation Questions

- (1) Tell me about the thought process you go through as you design a lesson for your classroom.
 - (1a) What steps are you taking to ensure rigor?
 - (1b) What scaffolds are you putting in to support students through the process of learning?
 - (1c) At what point in the process are you deciding on the scaffolds needed, designing, and implementing them?
 - (1d) Can you walk me through a situation where you realized students weren't grasping what you expected of them and you had to go back and revise/ reteach in the moment?
- (2) Tell me about a time your students used metacognitive strategies in your classroom.
- (3) What are some ways students collaborate in their work for your class?
 - (3a) Who decides the groupings?
 - (3b) How often are the groupings changed?
- (4) What are some of your students' strengths?
- (5) How successful do you consider your students to be?
 - (5a) How much responsibility do you take for that success?
 - (5b) How much responsibility do you take when they are not successful?
 - (5c) Tell me a time your students failed spectacularly.
 - (5d) Tell me more about your thought process as you reflected on that failure.
- (6) How would you describe your classroom environment?
 - (6a) follow-up question to the language used- tell me more about what (adjective used by respondent) looks like in your room.

- (6b) How do you build collaboration into your lessons?
- (6c) What are some of your successes with collaboration in the classroom?
- (6d) What are some barriers to collaboration?
- (7) How do you communicate your classroom behavior expectations to your students?
 - (7a) Would you consider yourself consistent in enforcing behavioral expectations with your students?
 - (7b) What is one struggle you encounter with classroom behavior?
- (8) What role do parents and community play in your school culture?
- (9) What role do students' ethnic and cultural identities play in your classroom?

CRP Mediation Questions

- (1) Are there barriers to implementing culturally relevant pedagogy?
 - (1a) What barriers prevent you from implementing more culturally relevant pedagogy in your classroom?
- (2) Who on your campus would you consider a resource for culturally relevant practices, strategies, and methods?
 - (2a) Tell me more about this person/ these people.
 - (2b) What is their role on campus?
 - (2c) Why do you consider them a resource?
 - (2d) How approachable is this person if you are wanting to expand your understanding or your toolbox of culturally relevant pedagogy?

General Teaching Efficacy Questions

- (1) Who do you believe has the primary control over how much a student can learn: the parent or the teacher?
 - (1a) How much can a teacher influence a student's motivation and performance?
 - (1b) What factors act as barriers to a teacher's ability to influence a student's motivation and performance?
 - (1c) How much influence do you have over student learning versus the influence of the home environment?
- (2) When a student in your class becomes disruptive and noisy, how confident are you that you know some techniques to redirect them quickly?
- (3) How confident are you in your ability to reach your most difficult students?

Persistence Questions

- (1) Do you plan to return to teaching next year?
 - (1a) Would you like to stay at this site?
 - (1b) What are the key factors you consider when weighing decisions around staying or leaving?

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